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About This Bulletin

The graduate and professional bulletins are the catalogs of programs, degree requirements and policies of the following schools of Washington University in St. Louis: Architecture & Urban Design; Art; Arts & Sciences; Engineering & Applied Science; Law; Medicine; and Social Work & Public Health.

The University College Bulletin is the catalog of University College, the professional and continuing education division of Arts & Sciences at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree through University College.

The 2018-19 bulletins are entirely online but may be downloaded in PDF format for printing. Individual pages may be downloaded in PDF format using the "Download This Page as a PDF" option on each page. To download a full PDF, please choose from the following:

- Art (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_grad_art.pdf)
- Arts & Sciences (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_graduate_school.pdf)
- University College (undergraduate and graduate) (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2018-19_university_college.pdf)

The degree requirements and policies in the 2018-19 Bulletin apply to students entering Washington University during the 2018-19 academic year.

Every effort is made to ensure that the information, applicable policies and other materials presented in the Bulletin are accurate and correct as of the date of publication (October 16, 2018). Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the Bulletin may change from time to time without notice. The governing document at any given time is the then-current version of the Bulletin, as published online, and then-currently applicable policies and information are those contained in that Bulletin.

For the most current information about available courses and class scheduling, visit WebSTAC (https://acadinfo.wustl.edu). Please email questions concerning the Bulletin to the Bulletin editor (bulletin_editor@wustl.edu).

For more graduate and professional programs, please visit the following website:

- Olin Business School (http://olin.wustl.edu)
About Washington University in St. Louis

Who We Are Today

Washington University in St. Louis, a medium-sized, independent university, is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The university is counted among the world’s leaders in teaching and research, and draws students from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. Students and faculty come from more than 100 countries around the world.

The university offers more than 90 programs and almost 1,500 courses leading to bachelor’s, master’s and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the University Facts (http://wustl.edu/about/facts) page of our website.

Enrollment by School

For enrollment information (https://wustl.edu/about/university-facts/#students), please visit the University Facts page of our website.

Committed to Our Students: Mission Statement

Washington University’s mission is to discover and disseminate knowledge, and protect the freedom of inquiry through research, teaching and learning. Washington University creates an environment to encourage and support an ethos of wide-ranging exploration. Washington University’s faculty and staff strive to enhance the lives and livelihoods of students, the people of the greater St. Louis community, the country and the world.

Our goals are:

• to welcome students, faculty and staff from all backgrounds to create an inclusive community that is welcoming, nurturing and intellectually rigorous;
• to foster excellence in our teaching, research, scholarship and service;
• to prepare students with attitudes, skills and habits of lifelong learning and leadership thereby enabling them to be productive members of a global society; and
• to be an institution that excels by its accomplishments in our home community, St. Louis, as well as in the nation and the world.

To this end we intend:

• to judge ourselves by the most exacting standards;
• to attract people of great ability from diverse backgrounds;
• to encourage faculty and students to be bold, independent and creative thinkers;
• to provide an exemplary, respectful and responsive environment for living, teaching, learning and working for present and future generations; and
• to focus on meaningful measurable results for all of our endeavors.

Trustees & Administration

Board of Trustees

Please visit the Board of Trustees website (http://boardoftrustees.wustl.edu) for more information.

University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, charter member of the university’s Board of Directors, to endow the chancellorship. Soon it was renamed the “Hudson E. Bridge Chancellorship.”

Led by the chancellor, the officers of the university administration (http://wustl.edu/about/leadership) are detailed on the university website.

Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. Individual schools, particularly our graduate and professional schools, may have varying calendars due to the nature of particular fields of study. Please refer to each school’s website for more information.

Fall Semester 2018

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<th>Day</th>
<th>Description</th>
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<tr>
<td>August 27</td>
<td>Monday</td>
<td>Classes begin</td>
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<tr>
<td>September 3</td>
<td>Monday</td>
<td>Labor Day holiday</td>
</tr>
<tr>
<td>October 13-16</td>
<td>Saturday-Tuesday</td>
<td>Fall Break</td>
</tr>
<tr>
<td>November 21-25</td>
<td>Wednesday-Sunday</td>
<td>Thanksgiving Break</td>
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<tr>
<td>December 7</td>
<td>Friday</td>
<td>Last day of classes</td>
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<tr>
<td>December 10-19</td>
<td>Monday-Wednesday</td>
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Washington University recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**Campus Resources**

**Student Support Services**

Cornerstone: The Learning Center is located on the ground floor of Gregg House on the South 40, and it is the hub of academic support at Washington University in St. Louis. We provide undergraduate students with assistance in a variety of forms. Most services are free, and each year more than 2,000 students participate in one or more of our programs. For more information, visit the Cornerstone website (http://cornerstone.wustl.edu) or call 314-935-5970. The three teams housed within Cornerstone:

- **Academic Mentoring Programs** offer academic support in partnership with the academic departments in a variety of forms. Academic mentoring programs are designed to support students in their course work by helping them develop the lifelong skill of “learning how to learn” and by stimulating their independent thinking. Programs include: course-specific, weekly structured study groups facilitated by highly trained peer leaders; course-specific weekly walk-in sessions facilitated by academic mentors in locations, at times and in formats convenient for the students. Cornerstone also offers individual consulting/coaching for academic skills such as time management, study skills, note taking, accessing resources, etc. Other services include fee-based graduate and professional school entrance preparation courses.

- **Disability Resources** supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website (http://cornerstone.wustl.edu/disability-resources) or contact Cornerstone: The Learning Center at 314-935-5970 for more information.

- **TRiO: Student Support Services** is a federally funded program that provides customized services for undergraduate students who are low-income, the first in their family to go to college, and/or have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance, and post-graduation advising. First-year and transfer students are considered for selection during the summer before entering their first semester. Eligible students are encouraged to apply when notified, as space in this program is limited.

**Office for International Students and Scholars.** If a student is joining the university from a country other than the United States, this office can assist that individual through its orientation programs, by issuing certificates of eligibility (visa documents), and by offering special services for non-native English speakers in the English Language Programs. In addition, the office provides personal and cross-cultural counseling and arranges social, cultural and recreational activities that foster international understanding on campus.

The Office for International Students and Scholars is located in the Stix International House at 6470 Forsyth Boulevard and on the Medical School campus in the Mid Campus Center (MCC Building), 4590 Children’s Place, Room 2043. For more information, visit the Office for International Students and Scholars website (http://oiss.wustl.edu) or call 314-935-5910.

**Medical Student Support Services.** For information about Medical Student Support Services, please visit the School of Medicine website (https://medicine.wustl.edu).

**Relationship and Sexual Violence Prevention (RSVP) Center.** The Relationship and Sexual Violence Prevention (RSVP) Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support, and prevention education for all Danforth students. The RSVP Center operates from a public health model, utilizing trauma-informed practices to address the prevalent issues of relationship and sexual violence. Our goal in supporting impacted students is
to foster post-traumatic growth and resilience to better ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance to challenge issues that perpetuate such a culture. Learn more at the RSVP Center website (https://rsvpcenter.wustl.edu).

WashU Cares. WashU Cares assists the university in handling situations involving the safety and well-being of Danforth Campus students. As such, WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative, and systematic approach to the identification, intervention, and support of students of concern while empowering all university community members to create a culture of caring. If you are concerned about the physical or mental well-being of a student, please file a WashU Cares (https://washucares.wustl.edu) report.

The Writing Center. The Writing Center, a free service, offers writing advice to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work. Appointments (http://writingcenter.wustl.edu) are preferred and can be made online.

The Writing Center is located in Olin Library on level one.

Student Health Services, Danforth Campus

The Habif Health and Wellness Center, formerly known as Student Health Services, provides medical and mental health care for undergraduate and graduate students. Habif staff members include licensed professionals in Medical Services, Mental Health Services, and Health Promotion Services. Please visit us in Dardick House on the South 40, or visit the Habif Health and Wellness Center website (http://shs.wustl.edu) for more information about each of our services and staff members.

Hours:
Monday, Tuesday and Thursday 8 a.m.-6 p.m.
Wednesday 10 a.m.-6 p.m.
Friday 8 a.m.-5 p.m.
Saturday 9 a.m.-1 p.m.
A nurse answer line is available to answer any medical questions a student may have when Habif is closed. For after-hours care, please call: 314-935-6666.

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, and nutrition, physical therapy, travel medicine and women's health services. Habif Health and Wellness Center providers are considered in-network and are participating members of the Washington University in St. Louis Physician’s Network. Any condition requiring specialized medical services will be referred to an appropriate community specialist. Habif accepts most health insurance plans and will be able to bill the plan according to plan benefits when care is accessed at Habif. The student health insurance plan requires a referral any time care is not provided at Habif. Call 314-935-6666 or visit our website to schedule an appointment (http://shs.wustl.edu) for medical care, including allergy injections prescribed by your allergist, health consultations, for HIV or other STD testing, or for immunizations.

Appointments also are available for assessment, treatment and referral for students who are struggling with substance abuse.

The Habif Health and Wellness Center pharmacy is available to all Washington University students and their dependents who participate in the student health insurance plan. The pharmacy accepts most prescription insurance plans; please check with the pharmacist to see if your prescription plan is accepted at the pharmacy.

The Habif Health and Wellness Center lab provides full laboratory services. Approximately 20 tests can be performed in the lab. The remainder of all testing that is ordered by Habif is completed by LabCorp. LabCorp serves as our reference lab and is on the student health insurance plan as a preferred provider. This lab can collect any test ordered by our providers or by outside providers.

All incoming students must provide proof of immunization for two measles, mumps, rubella vaccines after the age of one year old. (A titer may be provided in lieu of the immunizations.) Meningococcal vaccine proof is required for all incoming undergraduate students. A PPD skin test in the past six months is required for students entering the university from certain countries. This list of countries may be found on our website. We suggest all students also have Tetanus Diphtheria immunization within the past five years, Hepatitis A vaccine series, Hepatitis B vaccine series and Varicella vaccine. Medical History Forms (http://shs.wustl.edu) are available online. Failure to complete the required forms will delay registration and will prevent entrance into housing assignment. Please visit our website for complete information about requirements and deadlines (http://shs.wustl.edu).

Mental Health Services staff members work with students to resolve personal and interpersonal difficulties, including conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Although some concerns are more frequent than others, students' experiences are as varied as the students themselves. Staff members help each person figure out their own situation. Services include individual, group and couples counseling; crisis counseling; psychiatric consultation; and referral for off-campus

Washington University in St. Louis
counseling. Call 314-935-6666 or visit our website to schedule an appointment (http://shs.wustl.edu).

**Health Promotion Services** staff members provide information and resources on issues of interest to Washington University students including alcohol and other drugs, weight and body image, sexual health, sleep and stress; customize professional health education programs for groups; and work with groups of students dedicated to educating their peers about healthy decision making. Call 314-935-7139 for more information.

**Important Information About Health Insurance, Danforth Campus**

Washington University has a student health fee designed to improve the health and wellness of the entire Washington University community. This fee supports health and wellness services and programs on campus. In addition, all full-time, degree-seeking Washington University students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage if there is proof of existing comprehensive insurance coverage. Information concerning opting out of the student health insurance plan (http://shs.wustl.edu) can be found online after June 1 of each year. Habif does provide billing services to many of the major insurance companies in the United States. Specific fees and co-pays apply to students using Medical Services and Mental Health Services; these fees may be billable to your insurance plan. More information is available on the Habif Health and Wellness Center website (http://shs.wustl.edu).

**Student Health Services, Medical Campus**

For information about student health services on the Medical Campus, please visit the Student Health Services page (http://bulletin.wustl.edu/medicine/resources/student-health) of the medical school Bulletin.

**Campus Security**

The Washington University campus is among the most attractive in the nation and enjoys a safe, relaxed atmosphere. Your personal safety and the security of your property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, use of closed circuit television, card access, good lighting, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed, alert campus community. Washington University has developed several programs to help make your experience here a safe and secure one. An extensive network of emergency telephones, including more than 200 “blue light” telephones, is connected directly to the University Police Department and can alert the police to your exact location. In addition to the regular shuttle service, an evening walking escort service or mobile Campus Circulator is available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of The Loop and just south of the campus — from 6:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Center and takes passengers directly to the front doors of their buildings. Shuttle drivers then will wait and watch to make sure passengers get into their buildings safely. Community members can track the shuttle using the WUSTL Mobile App. The app can be downloaded free of charge from the iOS App Store or the Google Play store.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The Police Department offers a variety of crime prevention programs including a high-security bicycle lock program, free personal-safety whistles, computer security tags, personal safety classes for women and men, property inventory services and security surveys. Community members are encouraged to download the personal safety app SafeTrek which allows users to call for help during emergencies. The SafeTrek app (https://www.safetrekapp.com/affiliate/WUSTL) can be downloaded online. For more information on these programs, check out the Washington University Police Department website (http://police.wustl.edu).

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes online an annual report (http://police.wustl.edu/clerylogsandreports/Pages/default.aspx), Safety & Security: Guide for Students, Faculty, and Staff, Annual Campus Security and Fire Safety Reports, which is available to all current and prospective students on the Danforth Campus and university employees on the Danforth, North and West campuses. To request a hard copy, contact the Washington University Police Department, CB 1038, One Brookings Drive, St. Louis, MO 63130-4899, 314-935-9011.

For information regarding protective services at the School of Medicine, please visit the Security page (https://facilities.med.wustl.edu/security) of the Washington University Operations & Facilities Management Department.

**University Policies**

Washington University has various policies and procedures that govern our faculty, staff and students. Highlighted below are several key policies of the university. Web links to key policies and procedures are available on the Office of the University Registrar website (http://registrar.wustl.edu) and on the university’s Compliance and Policies page (http://wustl.edu/policies). Please note that the policies identified on these
Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment. The university does not discriminate in access to, or treatment or employment in, its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

Policy on Discrimination and Harassment

Washington University is committed to having a positive learning and working environment for its students, faculty and staff. University policy prohibits discrimination on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination and violates university policy and will not be tolerated. In some circumstances such discriminatory harassment may also violate federal, state or local law. A copy of the Policy on Discrimination and Harassment (http://hr.wustl.edu/policies/Pages/DiscriminationAndHarassment.aspx) is available on the Human Resources website.

Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university’s educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact:

Discrimination and Harassment Response Coordinators

Apryle Cotton, Asst. Vice Chancellor for Human Resources
Section 504 Coordinator
Phone: 314-362-6774
Email (apryle.cotton@wustl.edu)

Leanne Stewart, Employee Relations Manager
Phone: 314-362-8278
Email (leannerstewart@wustl.edu)

Title IX Coordinator
Jessica Kennedy, Director of Title IX Office

Title IX Coordinator
Phone: 314-935-3118
Email (jwkennedy@wustl.edu)

You may also submit inquiries or a complaint regarding civil rights to the United States Department of Education’s Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100 or by visiting the U.S. Department of Education website (http://ed.gov) or calling 800-421-3481.

Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthful environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy (http://hr.wustl.edu/policies/Pages/DrugandAlcoholPolicy.aspx) or Alcohol Service Policy (http://pages.wustl.edu/prograds/alcohol-service-policy) will be handled according to existing policies and procedures concerning the conduct of faculty, staff and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

Tobacco-Free Policy

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times. A copy of our complete tobacco-free policy (http://hr.wustl.edu/policies/Pages/tobaccofreepolicy.aspx) is available on the Human Resources website.

Medical Examinations

Entering students must provide medical information to the Habif Health and Wellness Center. This will include completion of a health history and a record of all current immunizations. The university strongly recommends appropriate vaccination for meningococcal disease.

If students fail to comply with these requirements prior to registration, they will be required to obtain vaccinations for measles, mumps and rubella at the Habif Health and Wellness Center. If there is no evidence of immunity. They will be assessed the cost of the vaccinations. Students will be unable to complete registration for classes until all health requirements have been satisfied.

If students are unimmunized, they may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.
Medical and immunization information is to be given via the Habif Health and Wellness Center (http://shs.wustl.edu) website. All students who have completed the registration process should access the website and create a student profile by using their WUSTL key. Creating a student profile enables a student to securely access the medical history form. Fill out the form and follow the instructions for transmitting it to the Habif Health and Wellness Center. Student information is treated securely and confidentially.

Student Conduct

The Student Conduct Code sets forth community standards and expectations for Washington University students. These community standards and expectations are intended to foster an environment conducive to learning and inquiry. Freedom of thought and expression is essential to the university's academic mission.

Disciplinary proceedings are meant to be informal, fair and expeditious. Charges of non-serious misconduct are generally heard by the student conduct officer. With limited exceptions, serious or repeated allegations are heard by the campuswide Student Conduct Board or the University Sexual Assault Investigation Board where applicable.

Complaints against students that include allegations of sexual assault or certain complaints that include allegations of sexual harassment in violation of the Student Conduct Code are governed by the procedures found in the University Sexual Assault Investigation Board Policy (https://wustl.edu/about/compliance-policies/governance/usaisb-procedures-complaints-sexual-assault-filed-students), which is available online or in hard copy from the Title IX coordinator or the director of Student Conduct and Community Standards.

Students may be accountable to both governmental authorities and to the university for acts that constitute violations of law and the Student Conduct Code.

For a complete copy of the Student Conduct Code (https://wustl.edu/about/compliance-policies/academic-policies/university-student-judicial-code), visit the university website.

Undergraduate Student Academic Integrity Policy

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University.

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students are governed by policies in each graduate school or division. All students are expected to adhere to the highest standards of behavior. The purpose of the statement is twofold:

- To clarify the university's expectations with regard to undergraduate students' academic behavior, and
- To provide specific examples of dishonest conduct. The examples are only illustrative, not exhaustive.

Violations of This Policy Include, but Are Not Limited To:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgment. To avoid even the suspicion of plagiarism, a student must always:

- Enclose every quotation in quotation marks and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
- Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).
- Cite material from the internet as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Cheating on an Examination

A student must not receive or provide any unauthorized assistance on an examination. During an examination a student may use only materials authorized by the faculty.

3. Copying or Collaborating on Assignments without Permission

When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons who contributed to its completion. Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any
assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets. If the instructor allows group work in some circumstances but not others, it is the student’s responsibility to understand the degree of acceptable collaboration for each assignment, and to ask for clarification if necessary.

To avoid cheating or unauthorized collaboration, a student should never:

- Use, copy or paraphrase the results of another person’s work and represent that work as one’s own, regardless of the circumstances.
- Refer to, study from or copy archival files (e.g., old tests, homework, solutions manuals or backfiles) that were not approved by the instructor.
- Copy another’s work or permit another student to copy one’s work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

4. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in laboratory experiments, research papers or reports or in any other circumstances; to fabricate source material in a bibliography or “works cited” list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one’s own.

Examples of falsification include:

- Altering information on any exam, problem set or class assignment being submitted for a re-grade.
- Altering, omitting or inventing laboratory data to submit as one’s own findings. This includes copying laboratory data from another student to present as one’s own; modifying data in a write-up; and providing data to another student to submit as one’s own.

5. Other Forms of Deceit, Dishonesty or Inappropriate Conduct

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.
- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else’s name other than one’s own. This includes but is not limited to sitting for another person’s exam; both parties will be held responsible.
- Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or the assistant in instruction for guidance.

**Reporting Misconduct**

**Faculty Responsibility**

Faculty and instructors are strongly encouraged to report incidents of student academic misconduct to the academic integrity officer in their school or college in a timely manner so that the incident may be handled fairly and consistently across schools and departments. Assistants in instruction are expected to report instances of student misconduct to their supervising instructors. Faculty members are expected to respond to student concerns about academic dishonesty in their courses.

**Student Responsibility**

If a student observes others violating this policy, the student is strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity officer of the school or college that offers the course in question, or to address the student(s) directly.

**Exam Proctor Responsibility**

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resource Center, if applicable.

**Procedure**

**Jurisdiction**

This policy covers all undergraduate students, regardless of their college of enrollment. Cases will be heard by school-specific committees according to the school in which the class is listed, not the school in which the student is enrolled. All violations and sanctions will be reported to the student’s college of enrollment.

**Administrative Procedures**

Individual undergraduate colleges and schools may design specific procedures to resolve allegations of academic misconduct by students in courses offered by that school, so long as the procedures are consistent with this policy and with the Student Conduct Code.
Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation, whether by a professor, assistant in instruction, academic integrity officer or student, is entitled to:

• Review the written evidence in support of the charge.
• Ask any questions.
• Offer an explanation as to what occurred.
• Present any material that would cast doubt on the correctness of the charge.
• Determination of the validity of the charge without reference to any past record of misconduct.

When responding to a charge of academic misconduct, a student may:

• Deny the charges and request a hearing in front of the appropriate academic integrity officer or committee.
• Admit the charges and request a hearing to determine sanction(s).
• Admit the charges and accept the imposition of sanctions without a hearing.
• Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment.
• Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:

• Admit or deny the charge. This will determine the course of action to be pursued.
• Provide truthful information regarding the charges. It is a Student Conduct Code violation to provide false information to the university or anyone acting on its behalf.

Sanctions

If Found Not in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the transcript.

If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found to have acted dishonestly, or if a student has admitted to the charges prior to a hearing, the school's academic integrity officer or committee may impose sanctions, including but not limited to the following:

• Issue a formal written reprimand.
• Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
• Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
• Recommend to the instructor that the student fail the course.
• Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
• Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
• In cases serious enough to warrant suspension or expulsion from the university, refer the matter to the Student Conduct Board for consideration.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

Withdrawing from the course will not prevent the academic integrity officer or hearing panel from adjudicating the case, imposing sanctions or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student's academic file.

Appeals

If a student believes the academic integrity officer or the committee did not conduct a fair hearing, or if a student believes the sanction imposed for misconduct is excessive, they may appeal to the Student Conduct Board within 14 days of the original decision. Appeals are governed by Section VII C of the Student Conduct Code.

Records

Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity officer in each school to keep accurate, confidential records concerning academic integrity violations. When a student has been found to have acted dishonestly, a letter summarizing the allegation, the outcome and the sanction shall be placed in the student's official file in the office of the school or college in which the student is enrolled.

Additionally, each school's academic integrity officer shall make a report of the outcome of every formal accusation of student academic misconduct to the director of Student Conduct and Community Standards, who shall maintain a record of each incident.
Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held by an academic integrity officer, a committee, or the Office of Student Conduct and Community Standards, the person in charge of administering the hearing shall query the Office of Student Conduct and Community Standards about the student(s) accused of misconduct. The director shall provide any information in the records concerning that student to the integrity officer. Such information will be used in determining sanctions only if the student is found to have acted dishonestly in the present case. Evidence of past misconduct may not be used to resolve the issue of whether a student has acted dishonestly in a subsequent case.

Reports to Faculty and Student Body

School and college academic integrity officers are encouraged to make periodic (at least annual) reports to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

Graduate Student Academic Integrity Policies

For graduate student academic integrity policies, please refer to each individual graduate school.

Statement of Intent to Graduate

Students are required to file an Intent to Graduate at WebSTAC (https://acadinfo.wustl.edu) prior to the semester in which they intend to graduate. Additional information is available in the dean's offices of each school and in the Office of the University Registrar (http://registrar.wustl.edu).

Student Academic Records and Transcripts

The Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — provides current and former students of the university with specific rights of access to and control over their student record information. In compliance with the statute, appropriate federal regulations and guidelines recommended by the American Association of Collegiate Registrars and Admissions Officers, the university has adopted procedures that implement these rights.

A copy of the university policies regarding educational records and the release of student record information is available from the Office of the University Registrar (http://registrar.wustl.edu) and the university website (https://wustl.edu). Transcript requests for Danforth Campus students may be submitted to the Office of the University Registrar through WebSTAC. The School of Medicine registrar (http://registrar.med.wustl.edu/services/transcripts-and-certification) accepts requests for transcripts and certification records for students and alumni of: Audiology and Communication Sciences, Clinical Investigation, Genetic Epidemiology, Health Administration, Nurse Anesthesia, Occupational Therapy, Pediatric Nurse Practitioner, Physical Therapy, Psychiatric Epidemiology, School of Dentistry and School of Medicine. Instructions and additional information are available on the University Registrar website (http://registrar.wustl.edu).

University Affiliations

Washington University is accredited by the Higher Learning Commission (https://www.hlcommission.org) (800-621-7440). Washington University is a member of the Association of American Universities, the American Council on Education, the College Board, and the Independent Colleges and Universities of Missouri.

The College of Arts & Sciences is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the International Center for Academic Integrity (ICAI).

The College of Architecture was one of the eight founding members of the Association of Collegiate Schools of Architecture (ACSA) in 1912.

The Graduate School is a founding member of both the Association of Graduate Schools and the Council of Graduate Schools.

The Graduate School of Architecture & Urban Design's Master of Architecture degree is accredited by the National Architectural Accreditation Board (NAAB).

The Sam Fox School of Visual Arts & Design (Art) is a founding member of, and is accredited by, the National Association of Schools of Art and Design (NASAD).

The Olin Business School is a charter member of the Association to Advance Collegiate Schools of Business International (1921) (AACSB).

In the School of Engineering & Applied Science, many of the professional degrees are accredited by the Engineering Accreditation Commission of ABET (http://abet.org).

University College is a member of the University Professional and Continuing Education Association, the North American Association of Summer Sessions, the Association of University Summer Sessions and the Center for Academic Integrity. Business-related programs in University College are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

The School of Law is accredited by the American Bar Association. The School of Law is a member of the Association of American Law Schools, the American Society of Comparative Law, the Clinical Legal Education Association, the Southeastern
Association of Law Schools, the Central Law Schools Association, the Mid-America Law Library Consortium, the American Association of Law Libraries, and the American Society of International Law.

The School of Medicine is a member of the Liaison Committee on Medical Education.

The Brown School at Washington University is accredited by the Council on Social Work Education and the Council on Education for Public Health.

The University Libraries are a member of the Association of Research Libraries.

The Mildred Lane Kemper Art Museum is nationally accredited by the American Alliance of Museums.
University College - Graduate

University College is the professional and continuing education division of Arts & Sciences. The division offers a wide range of courses, including online formats, in a variety of academic departments and interdisciplinary and professional areas of study. Part-time and full-time study in undergraduate degree programs, graduate degree programs, and certificate programs are available. University College also operates the Summer School for both day and evening students, including a range of credit programs and noncredit institutes for high school and middle school students. University College provides career workshops for adult learners, and it is home to the Lifelong Learning Institute for senior citizens. University College sponsors special lecture series such as the Master of Liberal Arts (MLA) Saturday Lecture Series and Science Saturdays, co-sponsored with the Department of Physics. For more information, visit the University College website (http://ucollege.wustl.edu).

Graduate Study

University College administers the Doctor of Liberal Arts, Master of Liberal Arts, Master of Arts, and Master of Science, in coordination with the Graduate School. University College administers the Master of Science in Clinical Research Management in coordination with Washington University School of Medicine. University College also offers a range of graduate-level certificate programs (p. 66).

To earn the Doctor of Liberal Arts degree (p. 16) at Washington University, a student must complete 45 credit hours after earning a relevant master's degree, pass a written and oral comprehensive examination, and write and defend a thesis.

Master's degree programs (p. 19) in University College consist of 30-36 units of graduate-level course work including, in some cases, a 6-unit master's thesis or a 3-unit directed research project.

Normally, up to 6 units of related graduate-level study, with a grade of B or higher, may be transferred to a graduate program. All other course work must be taken at Washington University. Only courses taken for a letter grade may be applied to a graduate program of study. Courses taken as pass/fail or audit will not count toward a graduate program of study. Grades below C- will not count toward a graduate degree program of study. Students must maintain a cumulative grade point average of 3.0 to be eligible to receive a graduate degree.

Please visit the University College website (http://ucollege.wustl.edu) or call 314-935-6700 for more detailed information, requirements, and policies concerning specific graduate degree programs.

Admission

Admission to the Doctor of Liberal Arts (p. 16) program is extremely competitive. Candidates must already hold a master's degree in a relevant subject from an accredited institution of higher learning. The application deadline is April 1 for the fall semester, and October 15 for the spring semester. Please visit the University College website (http://ucollege.wustl.edu) for more detailed admissions requirements and information about the Doctor of Liberal Arts.

Admission to master's degree programs is competitive and open on a selective basis to qualified individuals who have earned a baccalaureate degree. University College and the Graduate School review completed applications and make admissions decisions on a rolling basis for master's degree programs. The process typically takes four to six weeks. Accordingly, master's degree applicants should submit materials according to the following schedule in order to ensure a timely decision: mid-November for spring; mid-April for summer; mid-July for fall. Please visit the University College website (http://ucollege.wustl.edu) for additional program-specific admission requirements.

Graduate Degrees in University College

- Doctor of Liberal Arts (DLA) (p. 16)
- Master of Arts (AM) in American Culture Studies (p. 19)
- Master of Arts (AM) in Biology (p. 29)
- Master of Arts in Education (MAEd) (p. 34)
- Master of Arts (AM) in Human Resources Management (p. 41)
- Master of Arts (AM) in International Affairs (p. 44)
- Master of Arts (AM) in Nonprofit Management (p. 60)
- Master of Arts (AM) in Statistics (p. 63)
- Master of Liberal Arts (MLA) (p. 52)
- Master of Science (MS) in Biology for Science Teachers (p. 52)
- Master of Science (MS) in Clinical Research Management (p. 22)
- Master of Science (MS) in Clinical Research Management conferred by University College.

Note: University College students may apply a maximum of 6 units of P/F credit from graduate-level course work in the Olin Business School to a master's degree program in University College. The course work must be authorized by University College and the Graduate School, and the student must have received Pass or High Pass in the Olin School course. Courses with grades of Low Pass are not eligible. This policy applies only to courses completed on a P/F basis in the Olin Business School prior to a student's admission to a University College graduate
program of study administered by University College and conferred by the Graduate School. Once admitted to a University College program of study, students who are authorized to take courses in the Olin School and apply them toward their program of study are required to convert P/F to letter grades at the time of registration.

Contact Information

University College
Office of Admissions and Student Services
Washington University in St. Louis
CB 1085
11 N. Jackson Road, Suite 1000
St. Louis, Missouri 63105-2153
Phone: 314-935-6700
Toll-Free: 866-340-0723
Fax: 314-935-6744
Website (http://ucollege.wustl.edu/programs/graduate)
Email (ucollege@wustl.edu)

Doctor of Liberal Arts

We live today in a rich and varied culture. Every moral, social, political, and cultural question we face demands the broadest consideration we can give it, drawing from the multiplicity of methods and perspectives nurtured and cultivated in the many disciplines of a great university.

The Doctor of Liberal Arts (DLA) program is designed for the experienced adult learner who wishes to pursue rigorous interdisciplinary study along with independent, scholarly reading and research. The degree is designed to cultivate interdisciplinary skills, intellectual habits, analytical and critical reasoning, effective writing, and broad-based decision making. This degree neither constitutes a professional credential nor provides training for an academic career.

Contact: Stephanie Kirk
Phone: 314-935-5175
Email: skirk@wustl.edu
Website: http://ucollege.wustl.edu/programs/graduate/dlarts

Degree Requirements

Doctor of Liberal Arts

To earn the Doctor of Liberal Arts (DLA) degree, a student must complete 45 credit hours after earning a relevant master’s degree, pass written and oral comprehensive examinations, and write and defend a thesis. There are 36 units of graduate course work, including two required DLA seminars, five concentration courses, and five elective courses. Students choose among four interdisciplinary concentrations to focus their studies: Textual Traditions, Historical Context, Visual Culture, or Global Perspectives.

The DLA thesis (9 units) emphasizes original interpretation and synthesis. A faculty adviser, appointed to each student early in the program, works closely with the student at all stages of the thesis.

Courses

Visit online course listings to view semester offerings for U96 DLA (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U96).

U96 DLA 600 Independent Work in DLA
Requires signed proposal, approved by program coordinator and dean in University College.
Credit variable, maximum 4 units.

U96 DLA 6012 Family and Community Ties
This course examines documentary and imaginary accounts of family and community, to consider how individuals shape their support systems in a changing society. We will explore how ideas about family and community differ according to economic, racial, ethnic, educational, and personal experience. Materials include memoirs such as Jesmyn Ward, The Men We Reaped, and Alexandra Styron, All the Finest Girls; testimonials from the StoryCorps project, Ties That Bind; fictive journalism in Paula Hawkins, The Girl on the Train and in Gabriel Garcia Marquez, Chronicle of a Death Foretold; Lauren Acampora’s stories, The Wonder Garden; the novels, Matt Johnson, Loving Day, selections from Jonathan Franzen, The Corrections, and Carolyn Chute, Treat Us Like Dogs and We Will Become Wolves. Same as U98 MLA 5012
Credit 3 units.

U96 DLA 605 DLA Interdisciplinary Proseminar
This gateway course to the DLA program provides training in analytic thinking and writing through critical examination, discussion, research, and progressive writing on interdisciplinary topics such as historical narrative, text and image, the life of the mind, the creative impulse, the good life, and other major themes that have guided scholarly investigation and research in many fields. Students will analyze works from at least four disciplines (e.g., literature, art history, film, history, philosophy, women and gender studies, religion, political science, anthropology, history of science) and write a progressive research paper, submitted and reviewed incrementally, that demonstrates comparative, analytic, and critical thinking.
Credit 3 units.

U96 DLA 606 Darwin, Marx, and Wagner
This seminar studies three works completed in 1859 that profoundly influenced all western thought to the present day: Karl Marx’s Treatise on Political Economy, Charles Darwin’s On the Origin of Species by Means of Natural Selection, and Richard Wagner’s Tristan and Isolde. We will explore how these three works share remarkable and intriguing parallels: an inherent belief in evolution; materialism permeated with romanticism; faith in progress; and a similar (“dialectical”) approach to understanding the dynamics of change, the application of change in all aspects of the natural and social world. These three works will enable the class to consider aspects of 19th-century intellectual, economic, and social sociopolitical history.
U96 DLA 607 Humanizing Technology
In order to explore the ways that technology had changed the way we read and write, this course examines the myriad ways that technology and the humanities interact in shaping culture and identity in contemporary society. We will study the interactions between the internet and literature, examining the ways that short stories by Jorge Luis Borges and novels like *Snow Crash* by Neal Stephenson have first shaped the ways that we use and think about the internet. We will investigate new approaches to writing inspired by digital technology with the Bolivian novelist Eduardo Paz Soldán’s novel *Turing’s Delirium*. The class will consider the development of a technological posthuman identity in society, literature, and films through an analysis of Philip K. Dick’s novel *Ubik*, the film *The Matrix*, along with the work of cultural theorists Donna Haraway (“*A Cyborg Manifesto*”) and Katherine Hayles (“*How We Became Posthuman*”). To examine the development of digital humanities as a discipline, students will read selections from Jerome McGann, *Radiant Textuality* and Schreibman, Siemens, and Unsworth, *A Companion to Digital Humanities*. Same as U98 MLA 5072
Credit 3 units.

U96 DLA 6117 Popular Culture in Latin America
This course examines popular culture in Latin America both as it thrives today and as it has developed historically since the 1800s, when countries achieved their independence. We will study different forms of cultural practice, analyzing how they become “popular” and how they involve connections between artistic expression, politics, economics, ethnicity, and race. The class will consider differences between “high culture” and popular culture; folklore traditions; the impact of modernization and the dream of “being modern”; the role of the media; and the growth of globalized popular culture. Our cultural geography will survey the gauchos (cowboys) of Argentina and Uruguay; national dances such as salsa and reggaeton in the Caribbean; forms of cultural resistance to military rule in Chile; and the pervasive economic, political, and emotional power of soccer (futbol). Students will examine the best-selling novel *The Gaucho Juan Moreira* and the engaging political essay “*The Open Veins of Latin America,*” stories of urban life, as well as contemporary texts that explore the rise of populism (elites vs. others); dictatorship and socialist revolution, and the immigrant experience. We will also consider examples of music; films including *The Secret in Their Eyes* and *Papers in the Wind*; and a pair of riveting television series (telenovelas) from Mexico and Argentina.
Same as U98 MLA 5117
Credit 3 units.

Topic for Spring 2018: In his magisterial *J.S. Bach*, Albert Schweitzer observes that we “classify the arts according to the material [artists] use to express the world around them.” We describe tones for a musician, colors for a painter, and words for a poet. But “the material,” he notes, “is secondary, [Each] is not only a painter, or only a poet, or only a musician, but all in one.” In this course we will examine works by the poet Milton, the artist Rembrandt, and the musician J.S. Bach, three major figures of the Baroque era. We will examine how they conceive their role and the function of their works, as well as their treatment of both religious and secular subjects. We will also consider the rich variety of techniques that these artists employ to achieve the most complex and compelling rendering of subjects that extend from the mystery of divine justice in a dark world to the most intimate and searching self-examination. Works to include, among others, Milton’s *Paradise Lost* and *Samson Agonistes*; Bach’s *St. Matthew Passion*, and *Art of the Fugue*; self-portraits by Rembrandt, as well as some of his Biblical paintings and etchings.
Credit 3 units.

U96 DLA 621 Seminar: Literature and Religion
Same as L14 E Lit 521
Credit 3 units.

U96 DLA 6261 The American Renaissance
Literature of the mid-19th century with attention to social and intellectual backgrounds and the sources of the transcendentalist movement.
Same as L14 E Lit 426
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

U96 DLA 6310 Mind-Brain and the Arts
This course considers ways that recent research in cognitive science might shed light on four traditional topics in the philosophy of the arts. Each topic will focus on a certain type of art (although not exclusively) and on one or more mental faculties: How do pictures represent? How do we understand stories and what roles do they play in the life of the mind? What do we like in the arts and why, according to psychological theories based on brain research? What is style in the arts and can there be a scientific explanation of its history? A parallel concern is with how distinctive features of the arts might shed special light on the nature of the mind. Readings will include essays by prominent art historians, philosophers, psychologists, and scientists.
Same as U98 MLA 5310
Credit 3 units.

U96 DLA 643 Imagining Germany in the Long Nineteenth Century
Between the start of the French Revolution (1789) and the outbreak of the First World War (1914), Germany was transformed from a patchwork of over 300 sovereign territories into a unified nation-state with immense political and economic power. This course examines the crucial role played by literature and the arts in creating a sense of a German national community during this period. Our materials will include national anthems, fairy tales, painting, public monumental art, opera, essays, propaganda, and popular culture, and we will investigate these materials with an eye toward the different and sometimes opposing visions of the nation and national character to which they give expression. Within this broader context, we will address the perceived contribution of men, women, and the family to the project of nation building; the role of language, of national heroes and legends, and of geography in creating a sense of unity; and the ways in which national identity is defined in opposition to a perceived Other (in this case, France). We will also consider Zionism as an offshoot of the European nationalisms and a response to anti-Semitism in Germany. Works studied include fairy tales by the Brothers Grimm; essays
and poems by Johann Wolfgang Goethe, Heinrich von Kleist, and Berthold Auerbach; Germany, A Winter’s Tale by Heinrich Heine; The Patriotess by Heinrich Mann; and The Jewish State by Theodor Herzl.
Credit 3 units.

U96 DLA 645 Global Cinema: A Love Story
Focusing on the ubiquity of love stories in cinema, this seminar will explore connections between romance, anxieties, and aspirations in contemporary society. Studying celebrated films from the United States (When Harry Met Sally, Eternal Sunshine of the Spotless Mind), Latin America (Love in the Time of Hysteria), Europe (Amelie, Café au Lait), South Asia (The Lunchbox), and East Asia (2046, Happy Together), among others, we will consider how love functions as a symptom of what ails society. The class will examine not only personal relationships but also social structures, economic systems, and political conflicts. Topics will cover issues of class, gender, and race; the construction of economic identities; and the formal structures and aesthetics of film. Students will be required to watch two films per week as well as to complete selected short readings.
Same as U98 MLA 5450
Credit 3 units.

U96 DLA 6464 Medicine and Morality in Global Perspective
What does it mean to be sick? What does it mean to be a patient, or a healer? Is it possible to imagine a universal morality in which our understanding of medical ethics is shared among peoples worldwide? What are some of the ethical dilemmas associated with genetic testing, organ transplants, and global disparities in health? Framed by these questions, our class will examine how culture shapes our concepts of disease and our expectations for treatment. Similarly, we will consider how social class, race, and ethnicity influence both health and access to health care worldwide. Our readings will focus on medical history and the evolution of diagnosis and treatment of disease; health disparities; the varying relations of patients and healers in different cultures; African health crises; public health controversies; folk illness in Latin America; medical technologies and ethical conflicts; and other issues of medical anthropology pertaining to the prevention and treatment of illness and the healing process around the globe. We will also discuss three documentaries: Frontline: Sickness Around the World, Donka: X-Ray of an African Hospital (Doctors Without Borders); and Dan Rather Reports: Kidney Pirates (with anthropologist Nancy Scheper-Hughes).
Same as U98 MLA 5454
Credit 3 units.

U96 DLA 6500 An Island with a View: Reimagining Cuba through Literature, Art, and Film
Credit 3 units.

U96 DLA 665 From Mikado to Makudo: A Literary View of Japan
This course will survey Japan's social and cultural history through selected literary works that span the seventh century (Mikado) to the present day (Makudo). Our readings — including fiction, poetry, drama, and personal writings — will serve as guides to key historical epochs: the aristocratic culture of the Heian era (Tale of Genji), the warrior society of the medieval era (Tale of the Heike), and the insular Tokugawa period (Baso’s haiku). Novels by Soseki, Tanizaki, Mishima, and Oe will expose the complexities of modern Japan. Students will gain an appreciation of Japan's unique heritage, social complexity, and place in East Asia and the world today.
Same as U98 MLA 5565
Credit 3 units. UColl: NW

U96 DLA 667 Translating Worlds
This course studies different forms of cultural translation, that is, the communication of knowledge, behavior, and language from one culture to another. We will examine how an author reworks earlier and foreign traditions, adapting ideas and practices for which there may be no direct equivalent in the author's own culture. In the new cultural setting, do the roles of men and women shift? Do questions of ethnicity, class, religion, and sexuality become more pronounced, or do they fade away? These questions will frame our study of historic cultural encounters, colonialism, exile, and other processes that shape modernity. Students will explore two dramatic points of cultural intersection: Tolkien's modern reworking of Sir Orfeo, a medieval version of the classical myth of the musician Orpheus and his wife Eurydice; and Goethe's Italian Journey, the journal of the German writer's experiences with the people, art, and history that he encountered during his travels. We will see how diaspora and migration shape perceptions in works by Alejo Carpentier (The Kingdom of this World), Salman Rushdie (East/West), and Jhumpa Lahiri (Interpreter of Maladies). The class will also learn how different scholarly and artistic fields address the concept of cultural translation, including cultural anthropology (James Clifford), film adaptation (Louis Malle's Vanya on 42nd Street, inspired by Chekhov's play), and colonial history (Vicente Rafael). In addition, we will discuss how digital technology affects cultural translation today (Google Translate, and projects using geographic information system [GIS] technology). Students will consider challenges facing the humanities and the sciences as these technologies advance. Will it be possible to make all knowledge, and all culturally-specific information, universally accessible? No foreign language experience required.
Same as U98 MLA 567
Credit 3 units.

U96 DLA 669 Film, Politics, and Aesthetics in the Global South
This class studies the uses of cinema, the relationship to film and politics, as well as the history and ideologies underlying film production outside of North American, European and East Asian systems. With a particular focus on Latin America, Africa, the Middle East, and South Asia, the class will examine how filmmakers appropriate cinema to political and aesthetic agendas in countries marginalized by film producers and film critics alike. We will discuss the Brazilian Cinema Novo and global Third Cinema movements as well as the Nollywood and Bollywood industries. Students will examine works by Fernando “Pino” Solanas, Satyajit Ray, and Sembene Ousmane in the 1960s through films by contemporary directors Elia Suleiman, Abderrahmane Sissako, and Lucrecia Martel. Our study of films, manifestoes, and criticism will engage students in thinking about cinema “otherwise” through an emphasis on how Global South countries resist the hegemony of both Hollywood and the Europe- and Sundance-centered art cinema markets.
Credit 3 units.
Master's Degrees

Master's degree programs in University College consist of 30-36 units of graduate-level course work including, in some cases, a 6-unit master's thesis or a 3-unit directed research project.

Normally, up to 6 units of related graduate-level study, with a grade of B or higher, may be transferred to a graduate program. All other course work must be taken at Washington University. Only courses taken for a letter grade may be applied to a graduate program of study. Courses taken as pass/fail or audit will not count toward a graduate program of study. Grades below C- will not count toward a graduate degree program of study. Students must maintain a cumulative grade point average of 3.0 to be eligible to receive a graduate degree.

University College offers the following master's degrees. All degree programs are eligible for financial aid.

Master of Arts
- American Culture Studies (p. 19)
- Biology (p. 29)
- Education (p. 34)
- Human Resources Management (p. 41)
- International Affairs (p. 44)
- Master of Liberal Arts (p. 52)
- Nonprofit Management (p. 60)
- Statistics (p. 63)

Master of Science
- Biology for Science Teachers (p. 32)
- Clinical Research Management (p. 32)

* Note: University College students may apply a maximum of 6 units of P/F credit from graduate-level course work in the Olin Business School to a master's degree program in University College. The course work must be authorized by University College and the Masters Program in Science, and the student must have received Pass or High Pass in the Olin School course. Courses with grades of Low Pass are not eligible. This policy applies only to courses completed on a P/F basis in the Olin School prior to a student's admission to a University College graduate program of study administered by University College and conferred by the Graduate School. Once admitted to a University College program of study, students who are authorized to take courses in the Olin School and apply them toward their program of study are required to convert P/F to letter grades at the time of registration.

American Culture Studies

The Master of Arts in American Culture Studies addresses the intellectual and moral questions of American identity and belonging that no single disciplinary perspective can comprehensively and satisfyingly resolve. What does it mean to live and work in an American culture devoted to individual success and autonomy and at the same time be a citizen of a nation devoted to collective needs and well-being?

The Master of Arts in American Culture Studies provides the instruction, both in specific disciplines and in cross-disciplinary conversations, to help students answer important questions about American society. It also introduces some of the social, political and cultural issues that have shaped American culture and identity. Most fundamentally, it provides a critical skill set that fosters analysis of an array of cultural objects — a place, an event, a work of art, a political institution — from a rich and diverse foundation of knowledge and perspectives.

Students' studies culminate in a self-directed project that allows them to explore an area of personal interest while participating in a multidisciplinary scholarly community. Part of the excitement of this kind of learning is the opportunity to engage in creative, rigorous exchange both with faculty in the humanities and social sciences at Washington University in St. Louis, and with leading practitioners in the St. Louis professional and policy world.

Studies may span American literature, history, politics, religion, philosophy, art, music, and film.

Contact: Noah Cohan
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Email: ncohan@wustl.edu
Website: http://ucollege.wustl.edu/programs/graduate/masters-american-culture-studies

Degree Requirements

Master of Arts in American Culture Studies

Courses in American Culture Studies generally cover material from a range of disciplinary fields and areas. The category of a particular course is determined by the discipline that is most heavily weighted in the class and/or by the nature of the core questions around which the course revolves. The distribution of each home-based course will be noted in its description.

The Master of Arts in American Culture Studies is a 30-unit program in which students take a minimum of two courses in each of the following distribution areas:

Required Courses: 18 units
- Humanities courses from literature, history, religion or philosophy
- Social Sciences courses from anthropology, education, economics or political science
- Arts courses from music, art history or theater/film

Electives: 6-9 units
The course AMCS 445 Introduction to American Culture Studies is recommended for all students. Remaining electives are drawn from course work in different aspects of American culture. Students may, with permission, count a limited number of graduate-level courses from related departments toward their degree.

**Final Written Project: 3-6 units**

All students are required to complete a final written project. Normally completed during the final semester of the program (or, in some cases, the final year), the project entails substantial research and analysis on a topic determined by the student in consultation with the program coordinator.

**Courses**

Visit online course listings to view semester offerings for U89 AMCS (https://courses.wustl.edu/CourseInfo.aspx?sch=Univ&dept=U89&crsId=4:8).

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**U89 AMCS 407 Blue Plate Special: Food, Folklore, and Culture**

We gather to eat. We catch a bite on the fly. We worry about calories and cholesterol and stock our fridges with fresh fruit, then feast on French fries. This class will examine the embodied, everyday performance of foodways of America. While food supplies us at a mundane level with fuel, culturally food offers a way for people to encode social identities and negotiate their relationships with themselves and others. Food can demarc axes of race, ethnicity, class, and gender, but it can also define trajectories of region and history. Such cultural moments of food can be celebrations, think festivals of barbecue, or fraught with tension, what makes a dish authentic. Using the food itself as a starting point through weekly shared snacks, we will look at scholarly writing, cookbooks, and popular food writing and film to think through how we construct ourselves through what we eat. Students will read two to three articles per week and keep a foodways journal. The final project will include an annotated bibliography and either a proposal for a longer paper or a creative option of the student’s design, such as a cookbook or a guide to the foodways of their region.

Credit 3 units. UColl: ACH

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**U89 AMCS 4101 History of American Journalism**

Credit 3 units.

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**U89 AMCS 412 Sports and Culture: Reading Race and Racism through Spectator Sports**

This course will examine the role of spectator sports in American life, seeking to understand the way athletics have influenced the politics and discourse of the United States and its citizens. In particular, we will consider the prominent role sports have played in affecting the way Americans understand race and racism. We will focus on athletes of significance since the Civil War, including Isaac Burns Murphy, Jack Johnson, Jesse Owens, Jackie Robinson, Muhammad Ali, Michael Jordan, and others. At the same time, we will examine how media shapes our understanding of athletes and the competitions we consume.

Credit 3 units. UColl: ACH, ACS

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**U89 AMCS 413 Writing the Documentary Lyric**

This course explores American culture through poetic accounts that focus on the personal experience of social issues ranging from ecological crisis, consumer culture, race, labor, war, and autobiography as coextensive with local history. Students will blend research with creative writing, reading exemplary texts (such as Birdlovers, Backyard; Giscombe Road; Citizen; Port of Los Angeles; Shut Up, Shut Down; and 100 Notes on Violence) while producing their own creative work. The readings and writings will be focused on documentary writing which incorporates quotations from daily life, the news, films, diaries, public documents, and maps. The readings studied are “lyric” instead of journalistic, following a poetic approach that connects inner experience and outer event, intimate and distant occurrences, people and places, private and public life. Students will engage in weekly creative-writing exercises while developing a final research-based creative-writing project. The course will include conversations with some of our books’ authors, who will offer insights into their processes of cultural research grounded in personal experience and language-conscious cultural critique. This course will count toward the major in American culture studies for day students. This course fulfills the Art distribution requirement for the AMCS MA program.

Credit 3 units. UColl: ACF

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**U89 AMCS 4135 Tobacco: History, Anthropology, and Politics of a Global Epidemic**

Tobacco is the most important public health and medical problem of our time, the leading cause of cancer and other chronic diseases. This course examines tobacco’s important role in shaping the modern world and global health over the course of the last five centuries, from indigenous uses of tobacco to plantation slavery to the cigarette boom to the politics of health and smoking in the 21st century. Through in-depth historical and anthropological case studies, tobacco provides a window into trends in government and law, medicine and public health, business and economics, society and culture, including changing social meanings of gender, race, class, sexuality, advertising, consumerism, risk, responsibility, and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention, environmental health, and healthy lifestyle promotion. No background in anthropology or public health is required. Same as L48 Anthro 4135

Credit 3 units. A&S IQ: SSC Art: SSC BU: ETH

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**U89 AMCS 4151 Nonfiction: Reading and Writing the Memoir**

Credit 3 units.

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**U89 AMCS 420 The History of American Architecture**

This course examines the ideological, political, economic and social determinants that have shaped the look of American architecture. Throughout readings that will include a survey text in addition to topical works covering the social history of housing, the vernacular architecture of Las Vegas and the rise (and fall, and rise) of Frank Lloyd Wright, students will learn the definitive characteristics of American architecture. A central point of study will be examining contradictory tendencies in the American practice of architecture: the embrace of exceptionalism through modern forms and styles representing a new national identity, occurring alongside the emulation of classical and European precedents to legitimate a new nation's buildings. The readings will illuminate how the characteristics of American architecture reveal the social, economic and political structures
of its production. Ultimately, students will be able to read an American building to discern evidence of national identity, individual political agency, the evolution of gender roles, the assertion of disciplinary and economic power, and the evolution of the American artistic sensibility. This course will count toward major in American Culture Studies for day students. This course fulfills the Humanities distribution requirement for the AMCS MA program. It also counts toward the MD and some concentration area requirements for the AMCS major and minor.
Credit 3 units. UColl: ACF, ACH

U89 AMCS 4211 New Media Literacy, Culture and Education
At the closing of the 20th century, the "digital turn" began to shape how individuals learn, communicate, and interact with one another. Current and emerging media technologies have continued to change how individuals (youth and adults alike) gather information; consume, produce, and disseminate texts; and participate in both local and global communities through print- and screen-based platforms such as email, blog, podcast and mash-ups, among others. In this course, we will explore what we mean by technology, the various types and uses of technology and the relationship of technology to literacy and education. We will begin with characteristics of "new media" and consequences of the digital revolution. Then, we will examine conceptualizations of literacy in a historical context — from literacy as reading and writing to literacy as multimodality, convergence and participation. Finally, we will shift our inquiry to investigate how new media literacies and technologies are shaping (and are shaped by) different forms of popular culture in U.S. and international contexts, including parts of Asia, Australia, Europe, Africa, and North and South America. We will make explicit the connections to education and explore possible directions for research and practice, including copyright and fair use issues present in educational settings. Readings, discussions, and activities online and in actual communities will culminate in individual- and class-based new media productions.
Prerequisite: at least junior standing or permission of the instructor.
Same as L12 Educ 4211
Credit 3 units. A&S IQ: SSC

U89 AMCS 4220 The Presidency and American Political Culture
This course seeks to analyze the ways in which the President of the United States is not only a political, but a symbolic head of the nation. This process of constructing the nation is mutually constitutive, in which the president works to construct the nation by rhetorically and materially uniting it, and the people construct the presidency, both in the powers they confer upon it and the ways in which they imagine its significance. Along with more traditional definitions of political power, this course will examine the presidential use of power through rhetoric and self-portrayal in such forms as portraiture and campaigns. Also included are the people's depictions of the presidency, such as photography, monumental architecture, and popular films. The specific case studies of presidential administrations include James Madison, Abraham Lincoln, Franklin Roosevelt, Lyndon Johnson, Ronald Reagan, and Barack Obama.
Credit 3 units. UColl: ACH

U89 AMCS 423 Topics in American Politics
Credit 3 units.

U89 AMCS 429 The Metropolis
While some humans have lived in cities for six thousand years, the world has experienced a metropolitan revolution over the last two centuries. Close to one-half of the world's population now lives in a city, suburb, or exurb. Today's metropolises are not only larger than ever before, they are much more complex. This course examines key seminal works that analyze the past, present, and future of this evolution. It discusses key theorists who have explored the history of the urban form; the nature of socio-economic and political metropolitan structures; the transformation of the built environment of the city; contemporary urban policy; and the future of the metropolis on a global scale. Same as U19 SUST 329
Credit 3 units.

U89 AMCS 4331 Illness and the American Cultural Imagination
This multidisciplinary course examines how representations of illness in America reveal a culture that is always negotiating philosophical, ethical, and political questions about the body and disease. We will study a range of texts: medical articles, religious treatises, films, and history of public health — with a particular emphasis on fiction. Students will be asked to consider the distinction scholar Arthur Kleinman makes between illness and disease — illness as the patient's experience and disease as medicine's focus — in order to negotiate the subjective experience of illness and the biological reality of disease. We will explore how we understand illness through our metaphorical descriptions of it, our characterizations of those who contract it, and our visions of who/what cures it. Readings will demonstrate shifts in both popular and medical views of illness as we think about how different historical periods are marked by a preoccupation with specific diseases: small-pox, yellow fever, cholera, tuberculosis, polio, cancer, AIDS, etc. This course fulfills the Humanities and Social Science distribution requirement for the AMCS MA program.
Credit 3 units. UColl: ACH, ACS

U89 AMCS 4400 How're Things at Home? Family, Domestic Life and Material Culture since the Civil War
This multidisciplinary course is a study of the cultural meanings of the objects with which Americans surround themselves and define their worlds — particularly in the spaces of the home. These domestic things — from the decorative to the utilitarian, the locally-made to the globally-circulated — have animated the cultural imagination often in the last 150 years, evoking ideas of individualism, private enterprise, personal identity, national security, the nuclear family, and the dangers of industrialization and greed. They have also symbolized American heritage and personal as well as collective memory, motivating a preservation movement that continues to influence views of the past today. And they have served as sites of cultural critique, as in the work of Marx, Veblen and Baudrillard. As we explore some of the dramatic shifts in material life occasioned by the rise of consumer capitalism, and look at objects of particular significance during this period, we will also consider influential theories and models of material culture study. Local cultural sites and museum collections will serve as laboratories for our work, and will likely require a couple visits outside of class time (which will be scheduled with input from the students).
Credit 3 units. UColl: ACH, ACS
U89 AMCS 4402 Gateway to the Atomic Age: St. Louis and Nuclear Legacies of the Cold War
This course studies radioactive waste sites and illness in the vicinity of St. Louis arising from the region's contribution to nuclear weapons production in the 20th century. We will examine the context of Cold War nuclear production and subsequent attempts to address its consequences for environment and health, with attention to political pressures, public understanding, and scientific knowledge, together with the universe of federal regulation and compensation emerging around the atom since 1945. Source material will include federal reports and correspondence produced by state agencies, journalistic and scholarly accounts, and mass media evidence generated from the early 20th century to the present. Includes field trips to local sites.
Credit 3 units. UColl: ACH

Same as L15 Drama 453
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

U89 AMCS 444 American Conspiracy
This course will trace the prevalence and power of modern conspiracy theories in American culture that have their roots in the birth of the republic and continue to flourish today. We will analyze the specificity of conspiracy theories — UFOs, Communists, the Moon landing, JFK's assassination, AIDS and the CIA, 9/11 Truthers — but our purpose will be to "theorize" the conspiracy theory. How do Americans perceive and misperceive their culture, and for what ends? Much of our work will be methodological insofar as distrust and paranoia are produced in many realms — psychological, social, political — and we must organize and analyze these overlapping anxieties in our practice of American culture studies. This course fulfills the Humanities distribution requirement for the AMCS MA program.
Credit 3 units. UColl: ACH

U89 AMCS 445 Introduction to American Culture Studies
This course will introduce students to the history and methods of the interdisciplinary field of American studies. Questions we will ask throughout the semester include: How do we define "culture," and how has that definition changed over time? What are the social, intellectual, and political stakes of how we define culture and the ways we study it? Throughout the semester, students will have the opportunity to read published work by AMCS-affiliated faculty, who will join the class to discuss their work and the practice of American studies. While the course will use AMCS's four program initiatives — American Intimacies, Modern Segregation, Visual and Material Culture, and Performance and Pop Culture — as a means to consider the range of analytical methods commonly utilized by American studies scholars, the course will be useful to students in other fields interested learning more about social and cultural history and/or cultural studies.
Credit 3 units. UColl: ACF, ACH, ACS

U89 AMCS 4501 American Drama
Topics in American Drama.
Same as L15 Drama 453
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM

Credit 3 units.

U89 AMCS 459 Philosophies of Education
An examination of distinct educational philosophies (traditional, progressive, and radical) and an analysis of perennial topics in the philosophy of education (educational goals, the teacher's and student's roles, and curricular content). Discussion of such recent themes as gender relations and education, democracy and education, and moral values and education. Seminar format.

Same as L12 Educ 459F
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH

U89 AMCS 463 Eve to Ifemelu: Gender and the Fall(s)
Gender and The Fall(s) will explore perceptions of gender, "virtue," and fallenness throughout history and in different cultural contexts by focusing on a broad range of literary representations of women and men. We will read a series of works from multiple genres and cultures in order to examine how each text constructs, interrogates, contests, and/or promotes the concept of fallenness. We will be particularly interested in the interactions and constructions of fallenness and gender roles. How do these authors construct, envision, and re-envision the (their) fall(s) over time, and how are historical gender roles reified or revised by these authors? We will review scholarly texts from an array of disciplines such as psychology, English, history, autobiography, sociology, and political science in order to gain a multidisciplinary, academic framework in which to understand these falls. The course will also include other interdisciplinary elements such as film and art. Time will be dedicated to analyses of samples from various film versions of select works, focusing on these films' own 20th- and 21st-century perceptions of the texts. We will also examine famous pieces of art that seek to illustrate and interpret the concept of fallenness. This course is fully online. Only University College students receive credit for online courses.
Same as U92 WGSS 360
Credit 3 units. UColl: OLI

U89 AMCS 465 Studies in American Cultural Identity: Beginnings to the Civil War
An exploration of early American literary, visual, and musical art in relation to key themes, decisive moments, and cultural developments which have shaped our national character and influenced our first internationally recognized artists, as the formation of a distinctly American art begins. Struggles for religious, racial, and gender rights, American violence, polarities of innocence and experience, individualism and conformity, the American Dream and its dreamers, all receive attention. Viewing of American Neoclassical and Romantic visual art and architecture, listening to colonial, Federalist, Jacksonian and post-Jacksonian era songs and ballads, and reading from major and less well-known 17th-, 18th-, and 19th-century literary and historical figures. This course fulfills the Humanities or Arts distribution requirement for the AMCS master's program.
Credit 3 units. UColl: ACF, ACH

U89 AMCS 4680 American Environmental History
Credit 3 units.

U89 AMCS 469 Television and American Culture: 1950-1970
Since its widespread debut in the 1950s, television has become the primary medium for the circulation of information and storytelling in American society. This course takes a thorough look at the introduction of this art form and explores its contributions to the American cultural imagination its first 20 years. We will view and analyze series from the 1950s and 1960s, and consider the representation of nation, family, gender, ethnicity, and other issues debated in norms and policies of this era. We will also examine the introduction of television into the home, exploring how an appliance could affect notions of community and family. Students will leave the class with an understanding of the complicated and contested role television played in the establishment of the post-WWII economy and as
a mainstream arbiter of 1960s social movements. Prerequisite: Refer to course listings. Credit 3 units.

**U89 AMCS 4692 Perspectives on America in the 1950s and 1960s**
This course will combine an effort to explicate particular "texts" with an exploration of how such things might be at once a way into and the product of a particular time and place. The material for our study will be drawn from the rich cultural tumult of post-war America and will include such books as *The Catcher in the Rye; The Invisible Man; The Lonely Crowd; The Feminine Mystique; On the Road; JB; The Making of a Counter Culture; and Armies of the Night.* Additional texts will include movies, political speeches, and such events as the Nixon-Khrushchev kitchen debate, the marches on Washington, and the 1968 Democratic National Convention. This course is designed for graduate students with a strong interest in doing research on some aspect of American culture and who will bring the perspectives of their home departments to this interdisciplinary class. Undergraduate admission with instructor's permission only. Credit 3 units.

**U89 AMCS 474 Studies in American Cultural Identity: The Civil War to the Jazz Age**
The course is an exploration of later 19th- to early 20th-century American literary, visual, and musical art in relation to key themes, decisive moments, and cultural developments which have shaped and defined our national character. Struggles for religious, racial, and gender rights; American violence; our polarities of innocence and experience, of individual and group welfare, individualism and conformity; and complex expressions of The American Dream and its dreamers, all receive attention. We view American Post-Romantic, Realistic, Naturalistic, and Post-World War I visual art, architecture, and photography; listen to late 19th-century, turn of the century, and Jazz Age music; and read from major and less well-known literary figures to consider how the social and political developments of the time influenced our artists as the flourishing of a distinctly American art became an internationally acknowledged fact. The course counts toward the American culture studies major and minor, and fulfills the Humanities or Arts distribution requirement for the AMCS master's program. Credit 3 units. UColl: ACF, ACH

**U89 AMCS 475D Landscapes Through Time: The History of St. Louis' Built Environment**
From the Mississippian mound builders to the urban conditions of the present day, this course will investigate the different approaches of various cultures to creating built environments that meet the needs of their time in terms of landscapes and structures. Using the City of St. Louis and particularly its riverfront district as an example, the course will examine the layout and infrastructure of the city at various periods, discussing the effects of technological changes in the creation of structures, improvements to transportation and sanitation, facilitation of trade and the effects of these forces on the cultural and built landscape of the city. We cover the structures and landscapes that defined individual eras in the history of the city, and the ways in which these were successful or unsuccessful. Further, the course investigates the cultural needs, whims and desires that dictated certain types of structures and landscapes for civic, recreational, commercial, residential and religious purposes. Students will be expected to make a short 15-20 minute presentation to the class on a local structure, based on a personal field trip to the site, during the course of the semester. Credit 3 units. UColl: ACS

**U89 AMCS 4776 Fraternal Twins: the American and French Republics Compared**
Credit 3 units. UColl: ACH

**U89 AMCS 478A American Folklore in Context**
For the last several election cycles, candidates and supporters from across the political spectrum have invoked "the real American." But what does it mean to be authentically American? A simple answer might be that they are "us." A more complex one requires that we dive into American folklore. The scholarly field of Folklore may be defined loosely as exploring what we say, what we do, and what we believe. Following this schema, this course will probe the question of what it means to be "American folk" by examining how folklore informs and shapes the world around us and our everyday lives. More particularly, we ask how race and ethnicity, class and gender are encoded and contested through folk expression. Beginning with the question "who are the folk," we will look at classic and contemporary texts in folklore studies to explore how our food, our stories, our daily rituals, and our music, to name a few, interweave to create a complex, multilayered, and uniquely American folk. Readings pair specific genres with different theoretical approaches and include jokes, urban legends, folktales, foodways, music, and material culture. Crucially, we seek to trouble popular notions of folklore as "antiquities" to question how the lens of Folklore studies may reveal how American culture not only consists of folklore but is constructed by it as folk forms are deployed in contemporary contexts, from Slenderman to Snopes to modern slave auctions. The course will entail several small collection projects to give students an understanding of the work a folklorist does in the field and how folklore is coproduced within a community, and a longer research project. This course satisfies the Humanities requirement for the master's program in American Culture Studies. Credit 3 units. UColl: ACH

**U89 AMCS 482 And Justice for All? American Inequalities**
In this course we examine social inequality in the contemporary United States, with a particular focus on disparities related to health, wealth, housing and neighborhoods, criminal justice, and education. The St. Louis metropolitan region will serve as a guiding case study, tying together the course themes with a common example of how inequality shapes material and political life. We will investigate the current empirical reality and historical roots of American inequality, the key theories and methodological tools used to examine and explain inequality, the institutions responsible for its reproduction, and possibilities for reducing inequality via social policy and social movement. Within each topic area, we will pay special attention to the significance of race and ethnicity, social class, and gender — as well as their intersections and cleavages. We will largely constrain our inspection of inequality to American metropolitan areas as we analyze the spatial or place-based effects associated with disparities in urban America. Readings are drawn from sociology, urban history, geography, political science, economics, social epidemiology, and education. Credit 3 units. UColl: ACS
U89 AMCS 483 Race and Real Estate in St. Louis 1869-Present
This course analyzes how real estate continues to influence the racial history of St. Louis, focusing on the laws, policies, and practices that have shaped and hardened racial divides in this city. While race-based policy in St. Louis has resulted in a sharp black/white divide, these legal instruments of exclusion were developed in tandem with an increasingly robust taxonomy of racial classifications across the globe. Thus, the course is focused on one city and its unique racial dynamics, but we will also put St. Louis history in the context of the history of ethnicity and the rise of racial science. We will conduct primary-source research in the St. Louis city and county archives, the Missouri History Museum Library, and the office of the recorder of deeds. We also will read about St. Louis’ unique history of 19th-century privatized urban infrastructure, the city’s industrial boom and post-industrial bust, suburbanization, urban decline, and gentrification in the 21st century. We will conduct research on specific parcels of property in the city, tracing not only the residents of the property, but also the chain of ownership.
Credit 3 units. UColl: ACS

U89 AMCS 4891 The Science and Politics of Testing in the U.S.
Credit 3 units.

U89 AMCS 491 "St. Louis Got the Best of Me": Music in American Culture
This course will explore how music functions as a folklore, centering on the many musical styles, musicians, and fans that have shaped St. Louis from the early ragtime to today’s diverse music scene. The term “folk music” may bring images of banjos and accordions, but every kind of music has a “folk” — folk who use music to represent their identities, their beliefs, and their struggles. Throughout the semester, students will question what “American” music sounds like, and what happens to music and culture as it is played, recorded, and represented. St. Louis provides us with a hothouse of musical cultures, incubating the blues and Jeff Tweedy, encouraging ethnic traditions from Ireland to Bosnia and beyond, providing a haven for fans like the Juggalos and a nationally renowned superfan, and fostering a homegrown fiddling style all our own. The course will use St. Louis’ music industry — with lots of listening — to examine what music means to both ingroup and outgroup musicians and listeners but also the roles music plays in an ongoing dialogue about authenticity, traditionality, and appropriation between the individual, the community, and the larger society. This course satisfies the Fine Arts requirement for the Master of Arts in American Culture Studies.
Credit 3 units. UColl: ACH, ACS, HSM, HUS

U89 AMCS 492 Decoding the City
While architecture and infrastructure are worthy of study in themselves, often they signify more complex cultural meanings, mask efforts to erase or reorder the city, and conceal histories of injustice. This course presents methods for “reading” the built form of the American city to decode histories of architecture, culture, public policy and economics. City space can be read literally, but this course will unpack the symbolic meanings of urban spaces, neighborhoods, buildings and sites. Students will undertake readings that will present methods for understanding and analyzing the city’s form, before delving into a specific case study of the Mill Creek Valley. As St. Louis’ largest African-American neighborhood, but almost completely erased between 1959 and 1965 using city and federal funds, the site of the neighborhood remains a potent and under-examined part of St. Louis. The course will examine the history of the neighborhood as well as related histories of federal and local urban renewal policies, African-American cultural history and historic preservation. Research into the neighborhood will include experiences at local archives where students will learn to attain and apply primary source documents vital to urban history including Census records, building permits, municipal ordinances and insurance maps. Additional readings will offer insights into possible methods for interpreting and commemorating places that illuminate the urban built environment’s historic past. The final project in this course will entail students collaboratively working on a public interpretive project for Mill Creek Valley where they can apply both methods of decoding and curating the city. This course satisfies the Humanities and Social Science requirement for the master’s program in American Culture Studies.
Credit 3 units. UColl: ACH, ACS, HSM, HUS

U89 AMCS 494 Voices in Action: History and Poetry of Protest in America (1930-Present)
What sparks and sustains people’s movements for social justice? This history and creative-writing course explores the contexts and expressions of 20th century and contemporary protest movements, ranging from labor, civil rights, the Vietnam War, ethnic people and women’s movements, to contemporary social and environmental justice movements. We will explore speeches, manifestos, visual and oral texts, songs, and poetry to consider how dissent is voiced in response to specific social contexts and historic events. We will consider the role of personal expression in enacting democracy, focusing on poetry that helps articulate what is at stake in the protest movements of the 20th and 21st centuries. We will examine how language moves people, raising awareness of the facts and felt experiences of injustice, helping to fuel social movements and “call forth a public” to make change. Assignments include a mix of historical analysis, ethnographic and participatory work, creative writing, and reflection.
Credit 3 units. UColl: ACF, ACH, ACS, HUM

U89 AMCS 499 Ideologies in American Life II: From the Gilded Age to the Present
Credit 3 units.

U89 AMCS 500 Independent Study
An independent research project under the supervision of a member of the AMCS faculty. Approved proposal must be presented at the time of registration. Open only to students in the AMCS program. For more information, contact the assistant dean for Graduate Programs at 314-935-6700.
Credit variable, maximum 3 units.

U89 AMCS 502 Directed Research Project
An independent research project under the supervision of a member of the AMCS faculty. Approved proposal must be presented at the time of registration. Required for Master of Arts in American Culture Studies. Open only to students admitted to the AMCS program.
Credit 3 units.
U89 AMCS 503 Master's Thesis
An independent research project under the supervision of a member of the AMCS faculty. Approved proposal must be presented at the time of registration. Open only to students admitted to the AMCS program. Prerequisite: U89 502. Credit 3 units.

U89 AMCS 5053 The Progressive Era in St. Louis and the Nation, 1900-1920
Credit 3 units.

U89 AMCS 506 Spiritual Quests in American Culture
In contemporary American spiritual questing, Americans find respite from alienation, cynicism, materialism and routine as they seek grounding and growth in spiritual realities. It is often through resistance to the American cultural landscape that individuals search for personal meaning and deeper social connection and understanding. Their quests take many forms, running the gamut from political to monastic. Some are religious, many are not. In this course, we identify and explore American spiritual life within social, political and economic contexts. For historical grounding, we will read A Common Faith by John Dewey and The Varieties of Religious Experience by William James. We will examine recent scholarship on spirituality by reading works by Parker Palmer, Henri Nouwen and Amanda Porterfield among others. We will also read a host of spiritual memoirs by writers such as Elizabeth Gilbert, Kathleen Norris and Anne Lamott. The class will attempt to discern the uniquely American characteristics within the narratives we read. We will also pay special attention to the distinctiveness of spiritual language as it is noted by many writers in the field. Its terms, in general public discourse, are often denigrated, marginalized, sugar-coated or omitted altogether. In this course, we legitimize and lend life to such terms as hope, vision, gratitude, silence, healing, joy and wonder among others. Credit 3 units.

U89 AMCS 507 John Dewey's Vision of American Democracy
This course begins with an examination of the life and education of John Dewey. We go on to study some of Dewey's works on democracy and pragmatism with a focus on his commitment to democratic "methods" and ideals. We also focus on Dewey's notion that the moral aims and foundations of American democracy distinguish it from other democratic conceptions. We examine how Dewey links his views regarding liberty, community and individualism to the domains of education, philosophy and public life. Finally, we ground our studies in an analysis of democracy as it exists in America today, and consider if and how Dewey's theories prevail. Credit 3 units.

U89 AMCS 511 The Legal Landscape in a Changing American Society
This course is designed to examine the qualitative relationship between shifts in the transformations in law in America and the structure of American behavioral patterns and values. The course will scrutinize some of the intersections between the transformations in contemporary law and legal practices and the values that Americans impute to their legal system. Potentially, this review will include appraisals of such topics as: (a) Americans' perceptions of their legal agents; (b) claims of excessive litigation; (c) inequalities in access to the legal system; (d) law as mass media events; (e) shifting assessments of liability; (f) malaise over the capacities of juries; (g) the conversion of the legal profession to the business of law; and (h) the elusive costs of attempting to effect justice. Credit 3 units.

U89 AMCS 512 The First Amendment: Free Speech and Free Press in the 21st Century
We will consider First Amendment history and theory with attention to current events. In the war against terrorism, how should the Supreme Court balance the demands of free speech and national security? Should the Supreme Court interpret the First Amendment to permit the government to punish "hate speech" about members of minority racial and religious groups? Are computer-generated images of children performing sexual acts protected by the First Amendment? Can government make speech denying the Holocaust a crime? Although most of the materials are Supreme Court decisions, analysis of First Amendment issues is not the exclusive province of lawyers and judges. Credit 3 units.

U89 AMCS 5151 Hollywood on Hollywood
Credit 3 units. UColl: ACF

U89 AMCS 516 Lewis and Clark: Exploration, Encounter, and Culture
This course examines the specifics of the 1804-1806 "Voyage of Discovery" led by Meriwether Lewis and William Clark, and uses the expedition to investigate the dynamic conditions in North America at the turn of the 19th century. It also investigates the expedition as an adventure story, as a mythic construct, as a scientific endeavor, as a diplomatic mission, and as a geopolitical tool of national expansion. Encounters with Euro-American, African-American, and Native American cultures will also be examined. Credit 3 units.

U89 AMCS 517 Strange Sounds: Five American Musical Pioneers
This course examines five American composers whose music represented a significant departure from the artistic conventions of their time: Charles Ives, John Cage, Harry Partch, Steve Reich, and Pauline Oliveros. By studying the challenging musical and written works of these American experimentalists, we will become familiar with some of the major currents of contemporary American art and music, and also discuss many provocative ideas advanced by these composers concerning the nature of music and its role in life and culture. Regular listening and reading assignments. No previous musical background required. Credit 3 units.

U89 AMCS 519 Exploring America's Musical Landscape
Through recorded examples and archival video footage, students will investigate the rich and diverse character of America's musical landscape with particular emphasis on understanding American music and musical practice within the larger context of American culture. Music studied will include the traditional folk and religious music of the Appalachian Mountains and Mississippi Delta, jazz, blues, country music, popular music, and America's distinctive contributions in the realm of classical music. No previous musical background required.
U89 AMCS 5203 America: Through a Glass Darkly
This course studies depictions of America by non-Americans. We will examine the social, political, and economic aspects of their accounts and their influence on America's beliefs, policies, and international reputation. The class will consider fundamental values as well as ethnic and gender-based differences. Comparing historical periods from both western and eastern perspectives, students will read texts written during the past three centuries from England, France, Germany, Cuba, and China. For the colonial/Revolutionary War period, we will study Charles Davis, "History & Description of New France and Crewe, Letters from an American Farmer." Nineteenth-century readings include Tocqueville, Democracy in America; Frances Trollope, Views of Society and Manners in America; Dickens, American Notes; Francis Lieber, The Stranger in America; and newspaper articles by José Martí. Our discussions of the 20th century will focus on Kafka, America; Francis Hsu, Americans and Chinese; Beauvoir, America: Day to Day; and Baudrillard, America.
Same as U98 MLA 5203
Credit 3 units.

U89 AMCS 5217 Paint It Black: Understanding American Film Noir
A product of highly diverse influences and traditions, film noir is known for its stylized visual aesthetic, cracking dialogue, moral ambivalence, and existential paranoia. Its style and language continue to inform filmmakers in Hollywood and worldwide. This seminar positions the aesthetic shapes and traumatic narratives of film noir within the context of American culture and film history during the war and post-war years. As importantly, it explores film noir as a test case in order to probe notions of film history, genre, and authorship, of cultural and intermedial transfer and the popular. Required screenings will take place during the second half of each week's class. Films will likely include many of the following: The Maltese Falcon, Phantom Lady, Double Indemnity, Laura, Gun Crazy, Somewhere in the Night, The Glass Key, The Blue Gardenia and Chinatown. Prerequisite: Consult Course Listings.
Same as U98 MLA 5217
Credit 3 units. UColl: ACF

U89 AMCS 5223 Film Stardom, Performance and Fan Culture
This course focuses on the Hollywood star system. We will explore stars in relation to celebrity and consumerism, especially how “stardom” is created by a system that seeks to create effects in film viewers who conceived as audiences, fans, or spectators. We will examine the performance element of stardom and its relationship to genre, style, and changing film technology. Also of concern will be how stars and the discursive construction of stardom intersect with gender representation, race, ideology, sexuality, age, disability, nationality, and other points of theoretical interest to and historical inquiry in contemporary film studies. While emphasis will be placed on mainstream commercial U.S. cinema, students are encouraged to pursue questions beyond this framework within their own research. Required screenings.
Same as L53 Film 422
Credit 3 units. A&S IQ: HUM BU: BA

U89 AMCS 524 The American Dream: Myth or Reality
This course will examine the origins and history of "The American Dream." What do we mean when we use this term? How does it resonate and influence our politics, advertising, and especially the arts? We will discuss the experience of immigration and assimilation, how foreigners with different cultural backgrounds enter American society. Beginning with the implications of America's image as a "brave new world" in European thought and philosophy (including Shakespeare's The Tempest), and the prescient view of our culture by de Tocqueville and others, we will examine how the dream of success and wealth has been depicted and employed in theater, fiction, cinema, and the visual arts. Texts include: Fitzgerald’s The Great Gatsby, William’s The Glass Menagerie, Miller’s Death of a Salesman, West’s Day of the Locust, Lorraine Hansberry’s A Raisin in the Sun, Albee’s "The Zoo Story" and "The American Dream," and John Guare’s The House of Blue Leaves. We will consider modern painters whose work offers a commentary on the dream, such as Edward Hopper and Andy Warhol. We will also study cinematic innovators from Charlie Chaplin to Orson Welles and Francis Ford Coppola who have used "The American Dream" as significant elements in their work.
Same as U98 MLA 524
Credit 3 units.

U89 AMCS 5241 Transatlantic Egos: Sylvia Plath, Emily Dickinson, Ted Hughes
Same as L14 E Lit 524
Credit 3 units.

U89 AMCS 530 Religion in American Culture: Narratives in Personal Spirituality
Credit 3 units.

U89 AMCS 532 Power, Privilege, and the Law in America
The goal of this course is to study the role of law in producing, replicating, and disrupting hierarchies of power and privilege, particularly those based on racial groups, gender, social and economic class, and sexual orientation. The course will work from a book that includes articles, essays and cases that cut across disciplines.
Credit 3 units.

U89 AMCS 534 Theodore Roosevelt: Progressive Icon
The course will examine Theodore Roosevelt's many careers as a writer, naturalist, historian, soldier, naval theorist, police commissioner, reformer, father and husband, governor, president (a synthesis of domestic and foreign affairs), Progressive "radical," and his turn to jingoism and conservatism with the approach of the World War.
Credit 3 units.

U89 AMCS 535 Mark Twain - Humor and Politics in 19th-Century America
Mark Twain’s unique status as a writer who has become a cultural icon cannot be explained merely in terms of literary gifts and aesthetic achievement. He is America’s best-known author in large part because of his engagement with issues central to our institutions and political practice. The "southwestern" humorists who profoundly influenced his work used humor as a basis for political commentary and cultural criticism, a tradition
to which Twain's own satirical treatment of everything from Congress to juries belongs. This course will examine both the literary achievement of Mark Twain and the ways in which his writings provide a critique — built over a lifetime — of American culture, probing the central issues of our politics (domestic and international) and our complicated relationships to one another. Credit 3 units.

U89 AMCS 536 Heaven and Earth Magic: Harry Smith’s Anthology of American Folk Music

Harry Smith (1923-1991) was an experimental filmmaker, visionary painter, amateur anthropologist, alchemist, student of occult lore, polymath, and legendary archivist of sediments of human activity in motion. He was also a roots music anthologist whose Anthology of American Folk Music, a six-LP set released in 1952, has been called the founding document of the American folk revival and one of the most influential recorded collections of the second half of the 20th century. This course will explore the musical/cultural context, content and influence of Smith’s Anthology. Topics discussed will include the musicians and musical traditions represented on the Anthology, the Anthology’s impact on the American folk revival of the 1950s and early 1960s, and the Anthology’s role in the emergence of folk-rock and rock in the mid-1960s. The course will also attempt to unravel some of the mysteries still associated with this important but enigmatic collection of American music. No previous musical background is required. This course counts toward the fulfillment of the arts distribution in the AMCS master's program. Credit 3 units.

U89 AMCS 537 Women's Health Care in America

This course provides a broad historical overview of women's health care in America. We begin with an examination of midwifery in 18th-century America, then look at the increasing medicalization of childbirth and the new emphasis on women's biological difference in the 19th century, and finally study changes in the medical profession and their impact on women's health care in the early to mid-20th century. Through a wide range of material — including primary texts, such as doctor-authored tracts, diaries, letters, and fiction, as well as secondary material written by historians, feminist scholars, and medical writers — we trace the changing perceptions and conceptions of women's bodies and health. Authors include: Catherine Maria Sedgwick, Nathaniel Hawthorne, Edgar Allan Poe, Dr. Mary Putnam Jacobi, Charlotte Perkins Gilman, Louisa May Alcott, Joan Jacobs Brumberg, and Natalie Angier. Credit 3 units.

U89 AMCS 541 FDR, the Presidency, and America in the 20th Century

This course will examine the impact of Franklin Delano Roosevelt's presidency on American politics and culture, the economic and social welfare of the country, and the nation's role in world affairs. Did the Roosevelt presidency influence how Americans of different class, race and gender relate to one another? Did it influence the role of the federal government during two of the most significant events of the 20th century, the Great Depression and the Second World War? We will probe these questions and related issues to assess Roosevelt's historical legacy. Credit 3 units.

U89 AMCS 545 Introduction to American Culture Studies

This course introduces students to the origins and history of American studies, and to the various schools and approaches that have informed it. Through a shared case study on the American West and its myth and mediated representations, methods of dealing with different kinds of sources — literary and historical, visual and aural, archival and ethnographic, electronic and online — are investigated. Inviting students to investigate and experiment with some of these approaches, the course ends with a project that students define and research based in part on the insights they have gained throughout the term. The course is intended for students enrolled in the master's program in American Culture Studies. This course counts as an elective in the American Culture Studies program. Credit 3 units. UColl: ACF, ACH, ACS

U89 AMCS 5461 Rise of Civilization in the New World

This course examines the 1804-1806 "Voyage of Discovery" led by Meriwether Lewis and William Clark. It will also investigate broader issues of culture by looking at how peoples of different perspectives and cultures interact; how they explore the unknown and try to explain it; how they gather and develop "knowledge" and accept or reject information. Through a careful reading of the journals written by members of the Corps of Discovery, related documents, and supplemental scholarship, we will examine the expedition from the perspectives of its participants, Native Americans, African Americans, and the Spanish and French peoples of the borderlands. We will then shift to considering how scholars have investigated themes associated with the expedition. Two pieces are designed to work together, providing both a foundation in the historical specifics of the Lewis and Clark Expedition, and a scholarly context for considering North American cultures at the turn of the 19th century. Credit 3 units.

U89 AMCS 549 Greening of Hollywood

The class will analyze presentations of the natural world, the environment, and environmental issues in American film. Applying the methodology of ecocriticism, we will examine how American film has responded to and portrayed environmentalism and nature. Combining ecocriticism with film studies, we will discuss how the interaction between audience and film both educates audiences and illustrates the state of environmentalism in American culture. The aim will be to find a common ground between the films' portrayal of environmentalism and nature with discourses that occur publicly. We'll seek to identify any system of images, conventions, languages, and discourses that provide insight into the messages Americans are receiving. Furthermore, by demonstrating how Hollywood portrays environmentalism, nature or environmental problems, the class will pursue a perspective on how Americans are dealing with "environmental problems," its discourses, assumptions and stereotypes. Credit 3 units.

U89 AMCS 553 Lewis and Clark: Exploration, Discovery, and the Americanization of the West

This course examines the 1804-1806 "Voyage of Discovery" led by Meriwether Lewis and William Clark. It will also investigate broader issues of culture by looking at how peoples of different perspectives and cultures interact; how they explore the unknown and try to explain it; how they gather and develop "knowledge" and accept or reject information. Through a careful reading of the journals written by members of the Corps of Discovery, related documents, and supplemental scholarship, we will examine the expedition from the perspectives of its participants, Native Americans, African Americans, and the Spanish and French peoples of the borderlands. We will then shift to considering how scholars have investigated themes associated with the expedition. These two pieces are designed to work together, providing both a foundation in the historical specifics of the Lewis and Clark Expedition, and a scholarly context for considering North American cultures at the turn of the 19th century. Credit 3 units.

U89 AMCS 555 American in the 1930s: America Responds to the Great Depression

The course is a multidisciplinary approach to the 1930s and American responses to the Great Depression. The course
will consider the contradictory impulses toward experimental, escapist, documentary, modernist, and reactionary responses. Some of the topics the class will examine are the escapist nature of American cinema during the era, American Literature, the development and popularity of radio, the music of Woody Guthrie, the Federal Arts Project, the rise of documentary style photography, the New York World’s Fair, and political activism. Credit 3 units.

U89 AMCS 558 Songs of the American Dream: The Accompaniment of Our Social Identity

A nation’s musical heritage is more significant than a “recording” of its cultural evolution. It is, in fact, a multi-dynamic propellant of that evolution. This course examines the genesis and function of American musical genres, and the defining composers and artists who have provided the sonic architecture for society’s evolution, and continue to define our individual and collective American identities. The Roaring Twenties, the Great Depression, World War II, the Sixties Youth Revolution, the Civil Rights movement, etc., can be defined, and were often precipitated, by their signature musical styles and artists. Organized by the chronological occurrence of major cultural, socioeconomic, and geopolitical events occurring in the past century, “Songs of the American Dream” is a course designed to examine how the interdependence of music and social identity has nurtured and inspired our individual creative lives. Credit 3 units. UColl: ACF

U89 AMCS 560 The Constitution in American Political Culture

The U.S. Constitution serves not only as the country’s supreme law but also as a powerful symbol, frequently deployed and much contested. Its meaning as a symbol derives from longstanding principles and from shared and remembered experience. Although constant in important respects, that meaning has also changed in significant ways over time. This course examines the cultural understanding that the Constitution embodies and the role it plays in American politics, using historical episodes such as the Framing and Reconstruction; recurring issues such as the commerce power and war power; materials such as court opinions, political tracts, public opinion surveys, and official acts; and throughout, the application of constitution-based claims, in both modern and historical contexts. Credit 3 units. UColl: ACH

U89 AMCS 562 Metropolitan America: Cultures and Landscapes of the 20th-Century City

This course introduces students to theories and issues in the study of urban and landscape history. We focus our examination of American cities, their cultures, and their built environments in the metropolitan age. We approach the American city as a landscape of socially and historically produced urban spaces, both public and private, whose forms are the result of multiple negotiations at many levels. We study cities as “texts,” as legible palimpsests upon which various groups attempt to inscribe power and resistance. At the same time, we place the textual city within the broad contexts of political, economic, and cultural forces that shape it over time. Credit 3 units.

U89 AMCS 566 What were they thinking? Founding Intent and the Institutions of the U.S. Government

When the institutions that structure the U.S. government were formed, they were supported or rejected by different kinds of arguments. Some of these arguments were moral in nature, but most focused on the legal and political effects these institutions would have on the nation. For example, would a low presidential salary encourage only those with pure motives to run for office, or would it encourage bribery and kickbacks once there? Were large electoral districts likely to produce representatives better able to secure the common good, or would the more distant relationship between representative and voter undermine a representative’s accountability to their constituents? Using some of the classic texts from the history of American political thought — including a large portion of the Federalist Papers — we will investigate what the founders were thinking when they argued for, and against, the institutions that were proposed. We will look at large, constitutional institutions — like the Electoral College to select the president — as well as more recent, non-constitutional institutions — like the Senate filibuster. We will also consider some unsuccessful proposals — a 20-year presidential term of office, or giving states a veto over federal legislation. Our focus will be unpacking the expected practical effects of these institutions, and ask whether and why these expectations were met. Credit 3 units.

U89 AMCS 567 Machine Politics in the U.S.

Machine politics practiced in American cities are unique in the Western world. Machine politics, whether in the form of a hierarchical machine or a more fragmented “machine style,” began in the mid-19th century and remains in some cities to this day. More often than not, machine politics is principally located in the Midwest and the eastern United States, home to many immigrant groups. Machine politics functions as a series of exchange relationships — favors — regarding employment, contracting, and the licensing of vice. It has provided an informal network of social services although it deals in individual cases and not systemic causes. Machine politics engenders its own code of ethics with a strong emphasis on loyalty. In this course, we will look in depth at a fragmented machine city — St. Louis — and the city that had the strongest and most powerful hierarchical machine, Chicago. We will be able to draw comparisons and contrasts and discern how institutions affect political culture and political behavior, including race relations. Credit 3 units.

U89 AMCS 569 Representing Jazz: Music, Movies, Art

Credit 3 units.

U89 AMCS 5691 Topics in AMCS

Credit 3 units.

U89 AMCS 571 American Popular Singers (1920s-1980s)

Covers the voices, careers and lives of 12 representative American popular singers who embody the cultural, economic, and social history of the United States in the realm of popular music across a span of decades when popular singers offer compelling examples of transformative changes across the spectrum of American life. Avoiding hagiography, legend and appreciation is a primary goal of the course, which will assess these often iconic figures in fresh, resolutely historical terms to understand their place in American popular culture and history. This analysis will be based primarily on audio recordings and
film and television appearances, supplemented by textual evidence connected directly to the singers, such as interviews and autobiographies. Recent secondary sources, both historical and critical, will inform the course as well. This course counts toward the AMCS MA distribution requirement in Arts. Credit 3 units.

U89 AMCS 5711 Race & Gender: Social/Historical Transformations in the Broadway Musical
Credit 3 units. UColl: ACF, ACH

U89 AMCS 5722 Comics and the Emerging Theory of Sequential Art
This course examines the emerging field of comics studies and sequential art theory as part of investigating the emerging understanding of sequential art as a medium. While not a uniquely American medium, comics have a specifically American context, and the emerging field of comics studies has a particular place and a particular role in the American academy. This course recognizes the importance of graduate students' need to understand the overall cultural and academic importance of visual culture, as represented in sequential art, and the way comics studies, as an emerging field and body of theory, fits into this larger picture. This course will investigate how a new topic (comics) develops a new suite of theory and methodology (sequential art theory) and works its way into the academy. Credit 3 units.

U89 AMCS 575 American Cultural Identity: The Civil War to The Jazz Age
In his Letters From An American Farmer, J. Hector St. John de Crevecoeur wasn't the first nor will he be the last to encounter the complex issues revealed by even a modest exploration of American identity. We will do so together in this course by examining selected Post-Civil War literature, music, visual art, and popular culture, paying special attention to recurrent themes woven into the fabric of our cultural heritage. It is a truism that understanding cultural patterns of the past provides a benchmark for a grasp of the complexities we find around us today. Learning to translate knowledge from one context to another illustrates one of the course's central themes: how visual, written, and performed art is rarely produced in cultural isolation, but rather from a rich matrix of social, geographic, psychological, political, historic, spiritual, economic, scientific, and accidental developments. Credit 3 units. UColl: ACH, ACS

U89 AMCS 5751 The City in American Arts and Popular Culture: 1910-1940
From the mid-19th century forward, artists, writers, sociologists, and cultural critics have identified the city as the primary site of a vast array of historical changes associated with modernization. This course will explore the range of cultural responses to the new 20th-century city up to World War II. The American city was seen as both an incubator of difference, and of mass conformity and manipulation; a dynamic space in which to form fluid networks that catalyzed new forms of creativity, and a place of strangers and social alienation. We will trace the history of these polarized responses in the 20th-century arts and literature of the city, looking at the vibrant popular culture of film, vaudeville, and cross-dressing; new aesthetic forms such as collage and expressionism; and new urban subjects. Prerequisites: 300-level course in American 20th-century cultural history, American art, literature, or permission of instructor. Same as L01 Art-Arch 475
Credit 3 units. A&S IQ: HUM: AH, HUM BU: HUM EN: H

U89 AMCS 5772 State Failure, State Success and Development
This course takes an interdisciplinary approach to examining the role governments play in development and economic outcomes. We will look at some of the competing arguments about governments in failed and successful states and compare those arguments to the empirical world or data. In so doing we will recognize that how governments affect development and economic outcomes in society is neither straightforward nor consistent with any of the ideological screeds that often dominate public discourse. Same as U85 IA 5772
Credit 3 units. UColl: IAI

U89 AMCS 623A American Public Art: From Monuments to Movements
Credit 3 units.

U89 AMCS 883 Continuing Master's Research
Required for continuing master of arts students. May enroll only two times. Course is audit only.

Biology
The Master of Arts in Biology program helps students update and deepen their knowledge of the biomedical sciences, prepare for employment in related fields, and advance their professional standing — while obtaining a graduate science degree on a part-time basis through evening, weekend, and online courses. Designed to be adaptable to each individual's unique background and goals, the program provides a flexible curriculum and close individual advising for each student. Students include science and health professionals, teachers, technicians, and individuals in biology-related businesses. Students in this program have the option of choosing a concentration in neurobiology for deeper, more focused study.

Contact: Ian Duncan
Phone: 314-935-6719
Email: duncan@wustl.edu
Website: http://ucollege.wustl.edu/programs/graduate/masters-biology

Degree Requirements
Master of Arts in Biology
Students seeking the Master of Arts in Biology must satisfactorily complete 30 units of graduate courses in the biological sciences, including a required capstone experience (http://
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University College - Graduate (10/29/18)

 ucwustl.edu/programs/graduate/masters-biology/final-project) of either:
  1. a 3-unit capstone course or
  2. a 6-unit master's thesis.

Students have considerable freedom in selecting courses that match their own interests. Students must have completed a minimum of 24 units in order to be eligible for a capstone experience. Students with appropriate backgrounds, interests, and academic qualifications may, with authorization, write a master's thesis based on original library or laboratory research.

All students admitted to the Master of Arts in Biology are required to take at least 50 percent of the 30 units of courses required (i.e., 15 units) to complete the degree on the Washington University campus.

Optional Concentration for the AM in Biology

The optional concentration requires 12 units of courses as specified below. University College students who are admitted to the AM in Biology may select the optional concentration noted below.

**Neurobiology** — the study of the structure and function of the nervous system; helps prepare students for careers in biomedical fields, including research and clinical practice in medicine, neuroscience, and cognitive science.

**Required:**

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<th>Code</th>
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<th>Units</th>
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<td>Bio 435</td>
<td>Neurobiology</td>
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**Electives:** Choose three

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<td>Bio 436</td>
<td>The Neural Basis of Behavior</td>
<td>3</td>
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<td>Bio 4721</td>
<td>The Biology of Membranes</td>
<td>3</td>
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<tr>
<td>Bio 478</td>
<td>Neuroscience: Sensory Systems</td>
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<td>Bio 4780</td>
<td>Genes, Brains and Behavior</td>
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<tr>
<td>Bio 485</td>
<td>Synaptic Function and Plasticity in the Nervous System</td>
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**Credit Transfer**

A maximum of 6 credits of related and comparable graduate-level courses may be transferred from another university or from a related graduate program at Washington University with the approval of the program director. These must be graduate-level units not used to fulfill undergraduate degree requirements. Transfer credit may be granted only for authorized courses for which the student received a grade of B or higher.

*Please note that the AM in Biology degree is a terminal graduate degree awarded on the basis of completion of courses rather than research. Except in rare cases, it is not intended as preparation for a PhD degree. No more than 6 of the 30 credits may be earned in research courses. Those interested in graduate research or in earning a PhD should apply to the PhD programs offered by Washington University's Division of Biology and Biomedical Sciences (http://dbbs.wustl.edu).*

**Courses**


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**U29 Bio 500 Independent Study**

An independent research project under the supervision of a member of the Biology faculty. Open only to students admitted to the graduate program in Biology. Approved proposal must be presented at the time of registration. For more information, contact the assistant dean for Graduate Programs at 314-935-6700.

Credit variable, maximum 3 units.

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**U29 Bio 5012 Human Anatomy and Development**

Study of the human body primarily by dissection; extensive use of X-rays and CT scans. Emphasis on functional and clinical aspects of anatomy. Prerequisite: This course is restricted to first year medical students. Same as L48 Anthro 502 and M05 Neurosci 501A.

Same as L41 Biol 501

Credit 6 units.

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**U29 Bio 5061 Cell Biology**

Eukaryotic cell structure and function viewed from the perspective of modern cell biology. Lectures cover such topics as membrane transport, endocytosis and secretion, intracellular trafficking, hormones and signal transduction, extracellular matrix and tissue formation, cytoskeleton and motility, cell cycle, apoptosis, and the cellular basis of disease. Prerequisite: Bio 2970.

Same as L41 Biol 334

Credit 3 units.

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**U29 Bio 509 Chemistry for Biology Teachers**

A strong connection exists between biology and chemistry. It is important to study the properties and interactions of chemicals within living organisms. This on-line course will emphasize those areas of contemporary biology that involve complex molecular structures and interactions that require knowledge of chemical and biochemical principles including bonding and molecular structure in important biological molecules, chemical reactions for biological processes such as respiration and photosynthesis and cellular energy conversions. The course will consist of online tutorials with animations, facilitated online discussions and the use of hands-on materials. Students will develop their knowledge by utilizing technological tools such as online molecular databases and molecular visualization software. The goal of the course is for teachers to explore topics with a global societal impact, such as pharmaceutical development, bioenergy sources, nutrition, the role of biomolecules in diseases and genetic testing.

Credit 3 units. UColl: OLI
U29 Bio 521 Program Capstone I
This is a 1.5-credit course intended as an extension of the three 2-credit content courses completed in year one of the MS degree program in biology. The course will include applications of advanced-level life science content to the teachers’ local biological setting. The course will also include applications of new content to teachers’ classroom setting. The instructional format will be project-based and delivered using an online learning environment. Students will be expected to conduct action research on a topic relevant to life science learning in their classrooms. Admission in the course is contingent upon admission in the graduate program. Online, for Summer Institute Teachers only. Credit 1.5 units. UColl: OLI

U29 Bio 523 Plants and People
This course provides a rigorous introduction to plant sciences and biotechnology, including basic plant biology, photosynthesis, energy capture, and agriculture. The course will also cover such applied topics as genetically modified plants, conservation, plant-derived medicines, and food and nutrition in the developing world. Closed registration — for participants in the NSF Institute Master’s in Biology program or by permission of the associate director of the Institute for School Partnership. Admission in the course is contingent upon admission in the graduate program. Online course. Credit 2 units.

U29 Bio 527 Molecular Biology of Plant-Pathogen Interactions
This course will focus on the molecular interactions between plant pathogens and their hosts. The genetics and molecular dissection of plant defense pathways and pathogen virulence strategies will be explored. The molecular and biochemical interactions between plant pathogens and their hosts will be emphasized. Credit 3 units.

U29 Bio 5285 Fundamentals of Mammalian Genetics
This course aims to provide both biologists and those with mathematical backgrounds with a basis in mammalian genetics. The course will include the following modules: nucleic acid biochemistry; gene and chromosome organization; introduction to human genetics; mutations and DNA repair; cancer genetics; genomic methodologies; biochemical genetics; murine genetics; epigenetics; neurodegenerative diseases; mitochondrial disorders; pharmacogenetics; introduction to human population genetics; applications of modern human genetics; introduction to web-based informatics tools for molecular genetics. One of the required courses in the Quantitative Human Statistical Genetics graduate program. Same as L41 Biol 5285 Credit 3 units.

U29 Bio 529 Case Studies in Biology
A prerequisite to critical scientific thinking is seeking reliable knowledge. Many people are fooled by pseudoscientific claims in the popular press. Case study learning humanizes the study of biology and makes science relevant to current events. This course will use an online format to present biology-based case studies that will prompt teachers to make critical assessments of scientific information. Course methods will model and scaffold the development of both teachers’ and students’ skills in group learning, critical thinking, and research techniques. This is a course for NSF Institute fellows only. Credit 3 units.

U29 Bio 5319 Molecular Foundations of Medicine
This course will cover fundamental aspects of biochemistry and cell biology from a medical perspective. The course begins with a treatment of protein structure and the function of proteins in the cytoskeleton and cell motility. The principles of enzyme kinetics and regulation are then discussed, and basic pathways for the synthesis and metabolism of carbohydrates and lipids are introduced. This leads in to a discussion of membrane structure and the function cellular organelles in biological processes including energy production, protein degradation, and protein trafficking. Prerequisite: two semesters of organic chemistry. Course director approval is required. Please note: This course is given on the medical school schedule, so it begins eight days before the graduate school schedule. Same as L41 Biol 5319 Credit 3 units.

U29 Bio 5322 Anatomy and Physiology
On-line course: for MS in Biology Teachers only. Credit 3 units. UColl: OLI

U29 Bio 552 Human Genetics and Cytogenetics
Human or medical genetics is one of the most rapidly advancing fields of science and is now integral to all aspects of biomedical science. This course provides a genetic perspective on the function of the human body in health and disease. Beginning with a study of chromosomes and the disorders that result from their aberrations, the course presents the theoretical background necessary for a deeper understanding of the emerging impact of human genetics on biology. Topics includes chromosomal basis of heredity, autosomal and sex chromosomal abnormalities, and cancer genetics. Students will be introduced to the specific molecular and cytogenetic techniques that have revolutionized the study of human genetics. Credit 3 units.

U29 Bio 563 Bio Applications of Biology to Global Health Issues
Knowledge of biological processes can contribute to the health of individuals and ecological systems. This course will explore the linkages between biological concepts in the high school curriculum and contemporary problems confronting the health of the human population. For example, the course will address biological concepts relating to issues such as: antibiotic resistant bacteria, avian flu virus, SARS, HIV, among others. This is a course for NSF Institute fellows only. This course is fully online. Credit 3 units.

U29 Bio 577 Program Capstone I
This is a 3-credit course intended as an extension of the three 2-credit content courses completed in year one of the MS degree program in biology. The course will include applications of advanced-level life science content to the teachers’ local biological setting. The course will also include applications of new content to teachers’ classroom setting. The instructional format will be project-based and delivered using an online learning environment. Students will be expected to conduct action research on a topic relevant to life science learning in their classrooms. Admission in the course is contingent upon admission in the graduate program. Online course. Credit 3 units.
U29 Bio 5771 Program Capstone II
This is a 1.5-credit course intended as an extension of the three 2-credit content courses completed in year two of the MS degree program in biology. The course will include 1) applications of advanced-level life science content to the teachers’ local biological setting, 2) applications of new content to teachers’ classroom setting, and 3) implementation of a leadership project at the teachers’ local setting. The instructional format will be project-based and delivered using an online learning environment. Students will be expected to conduct research on the implementation of their leadership plan. Admission in the course is contingent upon admission in the graduate program. For Summer Institute Teachers only.
Credit 1.5 units. UColl: OLI

U29 Bio 579 Laboratory Investigations in Model Organisms
Many of the biological functions and structures in organisms are similar. However, specific structures/functions are more visible in some organisms than others. Because of this it is often easier to study a particular organism as a model of biological processes. Information gained through study of a model organism can then be generalized to other organisms. The purpose of this course is to introduce biology teachers to these organisms and to have them learn how to culture and care for them. Second, we will design and conduct experiments using these organisms with an end goal of designing classroom investigations the teachers can use with their students. This is an online course. Admission to this course is open to those teachers in the NSF-funded teacher institute.
Credit 3 units.

U29 Bio 580 MA Capstone: Topics in the Biological Dimensions of Climate Change
Life and climate are intimately related. Today, human activities have stressed this relationship, posing serious risks for the near future. Accurately forecasting these risks relies on understanding how life and climate have changed together during Earth’s history. This course provides an interdisciplinary investigation of Earth’s major developments starting with the climatic conditions for life’s origins. We will proceed chronologically through a series of topics covering metabolism, development, physiology, biogeography, and human origins along with their climatological causes and effects. For each topic, we discuss related physical, chemical, ecological, and evolutionary principles based on readings from both primary and popular scientific sources. The course culminates in a comprehensive biological evaluation of contemporary proposals to mitigate or adapt to human-caused climate change. At the conclusion of the course, students should be able to effectively discuss biological aspects of climate change and their implications for society.
Credit 3 units.

U29 Bio 5925 Matter and Energy Transformations
Using the processes of photosynthesis and respiration as fundamental models, this course will examine energy transformations occurring within organisms and between communities of organisms and their abiotic environment. Topics will include the observations and measurement of energy transformation in living organisms and abiotic fuel cells; the effect of burning fossil fuels on the health of local environments and global warming; and, the effect of alternative fuel options on global environment and health. This is a course for NSF-Summer Institute fellows only.

Biology for Science Teachers
The Master of Science (MS) in Biology for Science Teachers is a two-year program designed to fit the schedules of working teachers. It consists of two summer institutes, three weeks each, in residence at Washington University. The remaining course work takes place during the academic years and is completed online. Summer housing is available for out-of-town students, and is included in the cost of the program. Teachers in the program continue working together throughout the summer and online courses, using social media to develop a professional networking group.

The MS in Biology program, offered through University College, resides at the Institute for School Partnership, Washington University's signature effort to strategically improve teaching and learning within the K-12 education community. Grounded in this manner, the program receives the added benefit that comes from being tied to an organization that truly focuses on teacher and student success as well as providing the best professional development from top biology faculty. The faculty who teach in the program use their own and related current research in the courses to demonstrate the importance of scientific issues to the global community.

Contact: Shawn Cummings
Phone: 314-935-6783
Website: http://ucollege.wustl.edu/node/1278

Degree Requirements
Master of Science in Biology
Students seeking the Master of Science in Biology must satisfactorily complete 30 units of graduate course work in the life sciences, including two Capstone courses designed to be completed each academic year. In Capstone I, students will work with the program director to conduct an action research on a topic relevant to life science learning in their classrooms. Capstone II provides an opportunity for the students to conduct research on the implementation of a leadership project they have chosen to fulfill over their final academic year prior to graduation.

Clinical Research Management
The Master of Science (MS) in Clinical Research Management is designed for experienced professionals working in academic research centers or private industry who seek greater depth and breadth of study in the science and business of clinical research.

The curriculum encompasses in-depth coverage of essential skills and processes required for the management of studies that develop drugs, devices, and treatment protocols for patient care. Major topics include regulatory requirements, ethical issues,
product development, business of clinical research, grant funding and manuscripts, epidemiologic principles and tools, research design, and data analysis, all in the context of human subjects in clinical trials.

**Phone:** 314-935-6700  
**Website:** https://ucollege.wustl.edu/programs/graduate/masters-clinical-research-management

### Degree Requirements

**Master of Science in Clinical Research Management**

The Master of Science in Clinical Research Management is a 30-unit program, including 24 units of required course work and 6 units of authorized electives.

**Required Courses:** 24 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRM 500</td>
<td>Fundamentals of Clinical Research Management</td>
<td>3</td>
</tr>
<tr>
<td>CRM 512</td>
<td>Advanced Data &amp; Information Management in Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CRM 515</td>
<td>Medical Writing for Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>CRM 518</td>
<td>Drug and Device Development</td>
<td>3</td>
</tr>
<tr>
<td>CRM 522</td>
<td>Compliance, Legal, and Regulatory Issues</td>
<td>3</td>
</tr>
<tr>
<td>CRM 555</td>
<td>Health Care Reform and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CRM 562</td>
<td>Leadership and Change in Health Care Services</td>
<td>3</td>
</tr>
<tr>
<td>CRM 588</td>
<td>Epidemiology for Clinical Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units**

24

University College also offers a Graduate Certificate in Clinical Research Management (p. 67).

### Courses

Visit online course listings to view semester offerings for U80 CRM (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U80&crslvl=5:8).

**U80 CRM 500 Fundamentals of Clinical Research Management**

This course provides the basic foundation for the application, concepts and theories of clinical research. We explore the historical evolution of research, linking it to current regulations and guidelines for good clinical practice. Additional course topics include research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections, and an overview of study conduct. Students will complete institutional review board paperwork, including writing an informed consent and developing source documents. Prerequisite: bachelor’s degree.

Credit 3 units. UColl: OLH, OLI

**U80 CRM 509 Health and Society**

This course examines how personal health and well-being are affected by institutional and societal forces. We use an historical perspective in studying, for example, how sleep, leisure, and other aspects of personal health have been changed by industrial, economic, political, and cultural developments such as urban planning, food processing, animal husbandry, and the role of the family doctor. We also take a close look at environmental factors (e.g., global warming) and related political and economic forces that produce and exacerbate chronic diseases. Finally, we critique how personal health and the health care industry have been influenced by major institutional forces such as the insurance and pharmaceutical industries, professional licensure, government-sponsored research, and the media. We read case studies and medical journals to understand and discuss related ethical and policy questions.

Same as U86 HCARE 309  
Credit 3 units.

**U80 CRM 512 Advanced Data & Information Management in Health Sciences**

This course will cover the education and training in data and information management as it applies to Health Sciences, pulling from aspects of different fields: domain specific (clinical or public health) and analytic (biostatistics and database management) using different software tools. We will examine data types and data repositories to include best practices in data acquisition and management. This course will scrutinize tools for data storage and data manipulation and delve into relational and non-relational databases. Concepts in epidemiology and biostatistics will be presented along with discussion on health informatics.

Credit 3 units.

**U80 CRM 515 Medical Writing for Clinical Research**

This is a graduate-level intensive writing course that will guide students in developing a competitive research grant proposal. Written work, guided by each student’s needs and interests, will cover all sections of a research grant application, manuscript writing, progress reports, and other forms of reporting scientific findings to the public. We also will compose mock NIH grant applications. By the end of the course, each student will produce a comprehensive portfolio that includes a grant proposal, manuscript, and press release to the public.

Credit 3 units.

**U80 CRM 518 Drug and Device Development**

This course will provide an overview of the commercial development pathways for both pharmaceuticals and medical devices, from inception to market. Through lectures and discussions, students will gain an appreciation for the role clinical study programs play in the broader scope of product development. Class topics will include preclinical, clinical, regulatory, and marketing factors which influence discovery and development of new medical products.

Credit 3 units.

**U80 CRM 522 Compliance, Legal, and Regulatory Issues**

This course will examine the legal framework governing clinical research with human subjects in the United States. An overview of the legal system including U.S. sources of law, the interplay between the federal and state systems and the role of case law,
legislatures and regulatory agencies in shaping current law and policy will be provided. Federal and state law governing clinical research from proposal to completion will be examined. At the conclusion of this course, students will be able to identify the current sources of law, policy and persuasive authority in clinical research compliance. Students will also be able to identify areas of concern and potential new or amended regulation in clinical research.
Credit 3 units.

U80 CRM 529 Industry Partnering: Collaborations in Translational Research
Innovative new products are the life blood of the biopharmaceutical industry. In the U.S., most discovery research originates at the university level and is transferred via licensing agreements to industry partners or to start-up biotech companies for final development and commercialization. The process of moving this innovation from the lab to industry and then to the patient is the focus of this course. The course examines the market for intellectual property that exists between academic institutions and the private sector and explores commercialization of translational research through collaboration with industry partners. In addition to studying the complex relationship between science and business, the course employs a case study methodology to illustrate specific examples of the translational process from lab to marketed product.
Credit 3 units.

U80 CRM 532 Principles of Management in Health Care
This course enables students to explore the theoretical framework and practical application of classic management principles so that they can function effectively in a variety of organizational settings in the provision of health care services. Topics include the management process; managerial decision making and planning; negotiation skills; organization design; and leadership.
Same as M88 AHBR 532
Credit 3 units.

U80 CRM 5430 The Business of Clinical Research
An overview of the business elements of clinical research, this course covers drug and device development, the regulatory environment, finance, corporate structures, and the clinical trials office. We will consider stakeholders including pharmaceutical and device industries, academic and private research centers, government agencies such as the National Institutes of Health, nonprofit agencies and a variety of other organizations such as American Diabetes Association and the National Cancer Institute. We also will study local, state, and federal regulations, as well as international and global issues that impact the business of clinical research.
Same as U80 CRM 330
Credit 3 units.

U80 CRM 555 Health Care Reform and Policy
This course examines important and complex developments in contemporary health care policy. We begin with an historical overview, then look at the structure of current health care delivery, and identify political and economic challenges moving forward. In particular, we will critically examine methods and principles for evaluating health care costs and measuring policy effectiveness. The course also addresses unintended consequences of health care policies, special interests and political agendas, and the influence of major institutional forces on clinical and translational research. Case studies and guest speakers will help illustrate current ethical dilemmas and other real challenges to contemporary health care and reform. Although this course meets over two weekends, students are expected to complete much of the course reading prior to the weekend sessions, and complete a paper after the weekend session.
Credit 3 units.

U80 CRM 556 Leadership and Change in Health Care Services
Students engage in the advanced study of leadership, integrating theory, research, and application in a diagnostic approach. Leadership skills for managing planned organizational change are developed through group discussions, class exercises, case studies, and the application of organizational approaches to change and innovation. Topics include personal effectiveness, team building, and creating learning environments in organizations.
Same as M88 AHBR 562
Credit 3 units.

U80 CRM 558 Epidemiology for Clinical Research
The purpose of this course is to provide an understanding of the use of epidemiological concepts and methods in clinical research. Two primary foci are included: 1) common applications of epidemiologic principles and analytic tools in evaluating clinical research questions; and 2) student development of skills to review and interpret the medical literature and utilize publicly available datasets to address clinical research questions.
Same as M88 AHBR 558
Credit 3 units.

Education
Washington University's Department of Education offers a part-time Master of Arts degree focused on an Analysis of Practice for practicing educators in a variety of settings. This Analysis of Practice allows educators to consider multiple and enhanced approaches for data collection, analysis, and reflection on educational issues involving educational assessment data, video microanalysis, learning sciences research, and educational foundation concepts. We offer three strands of study, which each work to enhance the educator's professional development in the particular focus area.

Contact: Ron Banfield
Phone: 314-935-3571
Email: rbanfiel@wustl.edu
Website: http://ucollege.wustl.edu/areas/education/masters

Degree Requirements
Master of Arts in Education–Instructional Process
Every MAEd–IP student must complete 13 credit hours of required core courses. The balance of the credits required to
obtain the MAEd–IP (30 credits minimum) are composed of work within one of the three strands described. Requirements may differ for those in the Innovative Certification strand.

The core course work focuses on an Analysis of Practice from a variety of approaches to enhance an educator’s reflective practice involving educational assessment data, video microanalysis, learning sciences research, and educational foundation concepts. The program looks at the teaching practice from an individual level to the broader foundations in a variety of disciplines.

Program Core Course Work (13 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4023</td>
<td>Second Language Acquisition &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4044</td>
<td>Video Microanalysis: Methods and Tools</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4890</td>
<td>The Science and Politics of Testing in the United States</td>
<td>3</td>
</tr>
<tr>
<td>or Educ 4610</td>
<td>Introduction to Educational Tests and Measurements</td>
<td></td>
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<tr>
<td>Educ 516</td>
<td>MAEd Portfolio Presentation</td>
<td>1</td>
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<tr>
<td>Total Units</td>
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<td>10</td>
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</table>

Plus one Foundations of Education elective (3 credits), chosen among the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>U08 Educ 453B</td>
<td>Sociology of Education</td>
<td>3</td>
</tr>
<tr>
<td>Educ 462</td>
<td>Politics of Education</td>
<td>3</td>
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<tr>
<td>Or other relevant elective from Education, Social Work, Law, or Political Science (public policy concentration)</td>
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<td></td>
</tr>
</tbody>
</table>

Strands of Study

Each student must complete the designated credit hour requirement within the chosen strand of study, with a minimum of 30 total credits required to graduate.

Strand 1: Professional Development

(17 credits minimum)

If students select this strand of study they will design a course of study, in conjunction with their adviser, driven by their interests and needs identified via reflection and analysis in the core course work. Students in this strand may elect to do graduate-level course work in their content field, education, or other appropriate areas. University College offers strong graduate courses in American cultural studies, biology, English, history, international studies, and applied behavior analysis (within Psychological & Brain Sciences).

Examples of courses may include:

- Additional “Foundations of Education” electives
- Or other elective courses from relevant areas

Strand 2: Elementary/Middle Science Education

(18 credits)

This is not a complete list of U08 Educ 6000 courses; other U08 Educ 6000 courses may be substituted for those listed here. Possible courses include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 4002</td>
<td>Teaching the Science of Nature: Fall (must be taken under the Biology #)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 6001</td>
<td>Topics in Education: Hands-on Science K-8: Electricity and Magnetism</td>
<td>3</td>
</tr>
<tr>
<td>Educ 6002</td>
<td>Topics in Education: Hands-on Science K-8: Life Cycles and Heredity</td>
<td>3</td>
</tr>
<tr>
<td>Educ 6003</td>
<td>Topics in Education: Hands-on Science K-8: Force and Motion</td>
<td>3</td>
</tr>
<tr>
<td>Educ 6004</td>
<td>Topics in Education: Hands-on Science K-8: Biological Form and Function</td>
<td>3</td>
</tr>
<tr>
<td>Educ 6005</td>
<td>Scientific Inquiry for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>Educ 6009</td>
<td>Hands-On Science K-8: Matter and Energy</td>
<td>3</td>
</tr>
<tr>
<td>Educ 6010</td>
<td>Hands-On Science K-8: Mathematics Concepts</td>
<td>3</td>
</tr>
<tr>
<td>Educ 6011</td>
<td>Hands-On Science K-8: Sound and Light</td>
<td>3</td>
</tr>
</tbody>
</table>

Strand 3: Innovative Teacher Certification

(36-54 credits)

This strand is for classroom teachers seeking teacher certification for middle or high school. Candidates must hold an undergraduate degree and current teaching position in a middle or high school as an uncertified teacher.

The course work will vary based on the level of certification sought and the subject area course work to be completed. This will be determined by Washington University after a review of transcripts.

Courses

U08 Educ 400 Independent Study
Credit variable, maximum 3 units.

U08 Educ 4023 Second Language Acquisition & Technology
This seminar, for undergraduate and graduate students, will transform research and theory about second language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom. Course formats include readings, discussions, and demonstrations with technologies. The course is now open to undergraduates. Graduate students can enroll whenever it suits their course planning. The course counts for the Graduate Certificate in Language Instruction and for the undergraduate minor in applied linguistics. This course carries the Social and Behavioral Sciences attribute and can be taken as an elective in several different programs.
Same as L12 Educ 4023
Credit 3 units. A&S IQ: SSC

U08 Educ 4044 Video Microanalysis: Methods and Tools
The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing a social-cultural-theoretical lens, this type of analysis will reveal fleeting actions, subtle movements, peripheral events, and nonverbal communications that are not easily identified in real-time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as microtechniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.
Same as L12 Educ 4033
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC

U08 Educ 4052 Educational Psychology: A Focus on Teaching and Learning in School Settings
The classroom as a physical, social, and intellectual environment. Selected psychological concepts and theories are applied to processes and practices of teaching and learning through readings, discussions, and participation/observation in preschools and elementary and secondary schools. A systematic, firsthand look at schooling in America both for prospective teachers and those interested in furthering their understanding of fundamental principles of teaching and learning. Prerequisite: sophomore standing. Must enroll in fieldwork laboratory (5 hours per week).
Same as L12 Educ 4052
Credit 4 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

U08 Educ 407 Curriculum and Instruction in Modern Foreign Languages
Modern foreign language curriculum in the secondary schools, with emphasis on the selection, organization, and appraisal of materials. Analysis of methods of instruction and evaluation in teaching modern foreign languages. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester in which student teaching is done.
Same as L12 Educ 407
Credit 3 units. A&S IQ: HUM Art: HUM

U08 Educ 414 Curriculum and Instruction in English
English curriculum in the secondary school; emphasis on the selection and organization of materials. Analysis of methods of instruction and evaluation in teaching literature and language. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Offered fall semester.
Same as L12 Educ 414
Credit 3 units. A&S IQ: HUM Art: HUM

U08 Educ 415 Curriculum and Instruction in Science
Secondary school science curriculum and instructional methods, including evaluation of curricular materials and student performance based on specific teaching objectives. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester during the year in which student teaching is done. Offered fall semester.
Same as L12 Educ 415
Credit 3 units. A&S IQ: NSM Art: NSM

U08 Educ 417 Curriculum and Instruction in Mathematics
Mathematics curriculum in the secondary school, with emphasis on modern developments in organization of mathematics. Analysis of methods of instruction and evaluation in teaching mathematics. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester during the year in which student teaching is done.
Same as L12 Educ 417
Credit 3 units. A&S IQ: NSM Art: NSM

U08 Educ 418 Curriculum and Instruction in Social Studies
Goals of general education in social studies and their relationship to the nature of knowledge in the social sciences. Introduction to the nature of thinking and its relationship to pedagogy and teaching materials. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done.
Same as L12 Educ 418
Credit 3 units. A&S IQ: SSC Art: SSC

U08 Educ 4210 Creating Video Documentaries
The course is an opportunity to develop critical skills in video production and media literacy. We begin by addressing theories of documentary production. This includes an understanding of film forms and the various tools and techniques available to visual storytellers. We also explore the challenges of representation and the ethical considerations involved in video production. For the final project students will combine their technological skills with theoretical principles developed throughout the semester to produce a short documentary film. There is no technical prerequisite for this course. Each reading and class exercise is designed to provide students with the skills necessary to produce the final project.
Credit 3 units.

U08 Educ 4302 Cognitive Psychology Applied to Education
This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and
research that have potential application to education. Thus, the course will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status, 9 units in Psychology and Psych 100B or junior/senior status, 9 units in Education and Psych 100B. 

Same as L33 Psych 4302
Credit 3 units. A&S IQ: SSC

U08 Educ 4441 Applied Behavior Analysis I: Basic Principles of Behavior
This course focuses on behavioral principles and procedures as related to the acquisition of new behavior and the modification of existing behavior. Topics to be covered include: reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement. Although the focus is on basic principles derived from laboratory research, applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors are discussed. Philosophical and historical antecedents of behaviorism are also explored. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc. has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination. 

Same as U09 Psych 444
Credit 3 units.

U08 Educ 4451 Teaching Writing in School Contexts
Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing, teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are as follows: to provide opportunities for all teachers of English and language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers.

Same as L12 Educ 4451
Credit 3 units. A&S IQ: SSC

U08 Educ 4452 Applied Behavior Analysis II: Procedures for Behavior Change
This course focuses on the complex behavioral principles and on issues surrounding their application in the analysis and modification of behavior. In addition, students learn to identify behavior and environment relations that constitute behavioral deficits or excesses. Behavioral change procedures to be explored include: functional analysis, reinforcement, shaping, chaining, discrete trials, contingency contracting, reinforcement, and maintenance of behavior change. Ethical considerations are also addressed. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc. has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination. Prerequisite: U09-444.

Same as U09 Psych 445
Credit 3 units.

U08 Educ 446 Applied Behavior Analysis: Research Methods and Evaluation
This course focuses on research design and methodology in behavior analytic research, with a focus on single-subject experimental designs. Various behavior-assessment and behavior-intervention evaluation strategies will be examined. In addition, the course explores techniques for direct observation, and measurement of behavior, as well as methods of summarizing data, data analyses, and the ethics of research. Prerequisite: ABA I: Basic Principles of Behavior. 

Same as U09 Psych 446
Credit 3 units.

U08 Educ 4491 Applied Behavior Analysis Practicum
This practicum provides experience in applied behavior analysis and is designed for individuals who intend to pursue certification through the Behavior Analysis Certification Board (BCBA) examination at the Associate level (Board Certified Associate Behavior Analyst: BCABA). Students will work in community-based agencies and be supervised by the community agency and the Practicum faculty. Prerequisites: admission to the Washington University Applied Behavior Analysis Certificate Program; and ABA I: Basic Principles of Behavior; and ABA II: Procedures for Behavior Change; and permission of instructor. Email (aba4kids@yahoo.com). 

Same as U09 Psych 449
Credit 2 units.

U08 Educ 453B Sociology of Education
This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes. 

Same as L12 Educ 453B
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

U08 Educ 4580 Media Literacy for In-Service Teachers
This course allows in-service teachers to develop a technological foundation in video production (videography), post-production (digital editing), and challenge them to produce a short documentary as a final project. At the end of the semester, students screen their work in a public forum and participate in a peer evaluation workshop. The course also explores strategies to integrate media education into the K-12 curriculum. 

Credit 3 units.

U08 Educ 459 Philosophies of Education
An examination of distinct educational philosophies (traditional, progressive, and radical) and an analysis of perennial topics in the philosophy of education (educational goals, the teacher's and student's roles, and curricular content). Discussion of such recent themes as gender relations and education, democracy and education, and moral values and education. Seminar format. 

Same as L12 Educ 459F
Credit 3 units. A&S IQ: HUM Arc: HUM Art: HUM BU: ETH
U08 Educ 462 Politics of Education
Politics is interpreted broadly to include not just government, but any situation in which people have to solve a problem or come to a decision. This course focuses on schools and the processes through which certain stories, identities, and practices are promoted, and others, not. Same as L12 Educ 462
Credit 3 units. A&S IQ: SSC, SC, SD Art: SSC EN: S

U08 Educ 4661 Second Language Acquisition
There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners’ errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional implications of second language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required. Same as L44 Ling 466
Credit 3 units. A&S IQ: HUM

U08 Educ 4681 Teaching Reading in the Elementary School
This course, emphasizing emergent literacy and children's literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children's acquisition of oral and written language from an emergent literacy perspective, to focus on methods of teaching beginning reading, to develop uses of children’s literature in a reading program. Offered fall semester. Same as L12 Educ 4681
Credit 3 units. A&S IQ: HUM Art: HUM

U08 Educ 4691 Second Language Reading and Writing: Theory, Research, and Practice
This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. Literacy acquisition among second language learners involves a number of variables including both cognitive and social factors. Topics to be discussed in class include literacy and social power, universal cognitive operations, individual learner differences, text types and literary forms, and the extent to which reading and writing are interrelated. Students will discuss how to bridge research and practice, and they will create reading and writing activities driven by theory and empirical investigations. This course is a required course for the undergraduate minor in applied linguistics and an elective for the Graduate Certificate in Language Instruction. This course carries the Social and Behavioral Sciences attribute. Same as L38 Span 4691
Credit 3 units. A&S IQ: SSC

U08 Educ 4701 History of the English Language
Concepts and methods of linguistic study: comparative, historical, and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle, and later English; sounds, meanings, syntax, and styles. Same as L14 E Lit 472
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

U08 Educ 4731 Elementary School Mathematics
Fundamental concepts, properties, operations, and application of mathematics related to the systems of whole numbers, integers, rational numbers, and real numbers. Also included are measurement, simple geometry, probability, and logical reasoning. Examination and implementation of varied curricula and teaching strategies. Admission to Elementary Education program or permission of director of Teacher Education. Offered spring semester. Same as L12 Educ 4731
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

U08 Educ 4821 Teaching-Learning Process in the Secondary School
The Teaching-Learning course that secondary teacher education majors are required to take during the spring semester in which student teaching is done. The course focuses on the study, practice and analysis of generic teaching strategies and skills needed to meet the needs of all students. Topics include classroom management, lesson planning, instructional and ethical decision-making and strategies for presenting clear explanations, asking effective questions, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, and using cooperative learning groups. Secondary teacher education majors are required to take 3 credit hours during the year when student teaching is done. Same as L12 Educ 4821
Credit 3 units. A&S IQ: SSC WI Arch: SSC Art: SSC

U08 Educ 4831 The Teaching-Learning Process in Elementary School
Focus on four broad areas: self-awareness and human relations, generic teaching and behavioral management strategies, analysis of instruction, social and political issues affecting the classroom. Topics include teacher-pupil relationships, evaluation of pupil progress, curriculum development, instructional technology, and school organization. Admission to Elementary Teacher Education program required. Elementary teacher education majors are required to take this course in the fall semester during the semester in which student teaching is done. Same as L12 Educ 4831
Credit 3 units. A&S IQ: SSC WI Art: SSC EN: S

U08 Educ 4841 Elementary Methods Field Experience
Application and analysis of specific content area methods strategies in an elementary school classroom. Prerequisite: admission to teacher education program. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is done. Offered spring semester. Same as L12 Educ 4841
Credit 2 units. A&S IQ: SSC Art: SSC
U08 Educ 4843 Field Experience Seminar
This course guides students through a field experience in middle or secondary public school. Students observe and document classroom environment characteristics, professional teacher behaviors, and student behaviors; work with students individually and/or in small groups; prepare and teach a lesson. Same as L12 Educ 4843
Credit variable, maximum 3 units. A&S IQ: SSC

U08 Educ 4890 The Science and Politics of Testing in the United States
Why do tests permeate American society? Tests have been integral to the decision-making process in many venues of American culture (e.g., immigration opportunities, voting rights, college admissions, workforce considerations, special education placement, educational reform, and graduation requirements). The credibility of these decisions depends upon the claim that a particular test is a scientific instrument and relevant to the decision-making process. This claim is worthy of study. The purpose of this course is twofold. The first purpose is to examine how the nexus of science and politics influence testing practices in American society. The second purpose is to explore how testing practices influence the culture of schools, civil liberties, the work place, and public discourse about merit. Same as L12 Educ 4891
Credit 3 units. A&S IQ: SSC, SD

U08 Educ 4891 Education and Public Policy in the United States
This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Major questions extending from this course feature include: What is public policy, policy behavior, its defining processes/features and what social function does it serve? Second, the course emphasizes the skills related to the exercise of policy analysis. These skills include the crafting of technical documents within the field of public policy (e.g., a policy brief) and the application of scientific methods to the exploration of social problems/governmental actions. Likely issues related to this course feature include the use of scientific knowledge in political arenas, engagement with stakeholders and the intended/unintended consequences of policy science to political decision-making. Third, this course simulates the policymaking context through students’ participation in mock congressional testimonies. These focal areas will become central to an understanding of four social concerns: school desegregation following the Brown decisions; affirmative action in higher education; Head Start programs; and/or the ESEA Act of 1965, also known as No Child Left Behind. Educational opportunity, achievement inequality and social change will be the primary interests that link these course features.
Same as L12 Educ 489
Credit 3 units. A&S IQ: SSC Art: SSC EN: S UC: ACS

U08 Educ 4911 Student Teaching in the Elementary School
Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisites: admission to elementary teacher education program and permission of director of teacher education. Graduate students must register for Satisfactory/Unsatisfactory and undergraduates must register for Pass/Fail. Elementary teacher education students enroll for 8 credits during the fall semester. Same as L12 Educ 4911
Credit variable, maximum 8 units. A&S IQ: SSC Art: SSC EN: S

U08 Educ 4922 Student Teaching in the Secondary School
Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisite: admission to teacher education program. Graduate students must register for Satisfactory/Unsatisfactory and undergraduates must register for Pass/Fail. Secondary teacher education students enroll for 8 credits during the spring semester. Same as L12 Educ 492
Credit variable, maximum 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

U08 Educ 4942 Student Teaching in K-12
Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Credit/no credit only. K-12 teacher education students enroll for 8 credits. Offered spring semester. Same as L12 Educ 494
Credit variable, maximum 8 units. A&S IQ: SSC Arch: SSC Art: SSC

U08 Educ 4952 Middle School Curriculum and Instruction
Building on knowledge of the middle-level child and the ways in which middle schools are organized to meet the needs of middle-level children (covered in Ed 4951), this course explores the learning styles and attributes of middle school students and examines instructional theory, methods and materials appropriate to grades 5-9. In addition, portions of this course will be devoted to specific content field methodology subdivided into English/language arts and social studies or science and math. The English/social studies and science/math sessions will be held concurrently, and students will attend the session appropriate to their content major or minors. Interdisciplinary team teaching will be modeled and featured in these sessions. Features a required practicum experience. Prerequisite: admission to Teacher Education program.
Same as L12 Educ 4952
Credit 3 units. A&S IQ: SSC Art: SSC

U08 Educ 503 Foundations of Educational Research
An introduction to the basic concepts, philosophies, and techniques of research. the first portion of the course introduces the various kinds of methodologies used in education, including an analysis of the strengths, weaknesses, and limitations of each. The last portion of the course is devoted to the techniques used in investigating a topic of relevance to the students. Prerequisite: graduate standing or permission of instructor.
Same as L12 Educ 503
Credit 3 units.

U08 Educ 511 Child Development
This course serves as an introduction to developmental theory and research methods by highlighting the various processes (including biological and sociocultural forces) that influence human psychological change. Emphasis is given to normative social-emotional and cognitive development in childhood, using current empirical studies as the basis for student exploration, discussion, and debate.
Same as L12 Educ 512
Credit 3 units.
U08 Educ 515 Continuing the Portfolio Process
Seminar format used to facilitate continuing portfolio development. Emphasis on making connections between university course work and individual teaching practice. Ongoing professional dialogue with peers and mentors provides direction and collegial support as students use the portfolio process to construct meaning out of their teaching experience and provide a clearer vision of their growth and development as a teacher. Prerequisite: Creating a Teaching Portfolio.
Credit 1 unit.

U08 Educ 516 MAEd Portfolio Presentation
Using the "working" portfolio and conferencing with mentors and instructors, students will reflect on portfolio process and prepare final MAEd presentation portfolio for evaluation. Prerequisite: Continuing the Portfolio Process.
Credit 1 unit.

U08 Educ 5253 Instructional Interventions in Reading for Adolescents and English Language Learners
Education 5253 is the first of two courses designed to increase the ability of secondary school teacher candidates to support literacy development for middle and high school students. Strategies of instructional intervention will be taught, modeled and observed. The theoretical base of educational research for literacy intervention is at the core of understanding purpose, validity, and implementation of instructional intervention strategies. Additional purposes are to address differences among readers and texts and to understand methods of reading assessment for adolescents and the English Language Learner (ELL). The reading process, difficulties in reading and English language learning, instruction in reading beyond elementary education, and the role of the teacher in reading instruction and assessment will be important topics in this course. Prerequisite: admission to the Teacher Education program.
Same as L12 Educ 5253
Credit 3 units.

U08 Educ 5681 Reading in the Content Areas
This course will focus on reading comprehension, reading and writing in content areas, reading assessment, and reading curriculum evaluation. Prerequisite: admission to Teacher Education program or permission of director of Teacher Education.
Same as L12 Educ 5681
Credit 3 units.

U08 Educ 590 Graduate Independent Study
Prerequisite: permission of instructor.
Credit variable, maximum 6 units.

U08 Educ 6001 Topics in Education: Hands-On Science K-8: Electricity and Magnetism
Laboratory experiences, discussion and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. Inquiry activities illustrating electrical and magnetic principles will be selected in congruence with the National Science Education Standards and the Missouri Show-Me Standards. Prerequisite: permission of instructor; intended for in-service teachers.
Credit 3 units.

U08 Educ 6002 Topics in Education: Hands-on Science K-8: Life Cycles and Heredity
Laboratory experiences, discussion and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. Inquiry activities illustrating the sexual and asexual life cycles of plants, animals, fungi, and microbes will be selected in congruence with the National Science Education Standards and Missouri Show-Me Standards. Prerequisite: permission of instructor; intended for in-service teachers.
Credit 3 units.

U08 Educ 6005 Scientific Inquiry for the Classroom Teacher
An inquiry-based science course for practicing teachers in the elementary and middle school, grades 1-8. Participants will be engaged in developing their science content and pedagogical skills. A school-based implementation project will be required. Topics to vary by semester. Prerequisite: permission of instructor.
Credit 3 units.

U08 Educ 6006 Science Inquiry for Educators
Laboratory experiences and discussions designed to help teachers use inquiry methods in the K-8 classroom. Science themes, structured in accordance with national and state educational standards, will be variable by semester. Classroom project required. Course is intended for in-service teachers. Permission of instructor required.
Credit 3 units.

U08 Educ 6007 Advanced Scientific Inquiry for Educators
This course is designed to prepare teachers to strengthen skills associated with the delivery of a successful inquiry-based science curriculum in the K-8 classroom. Through laboratory experiences and discussions, teachers will work on developing questioning strategies, sequencing activities to support the various experiential levels of students, and developing relevant lessons and activities from student questions. Classroom project required. Course is intended for in-service teachers. Prerequisite: permission of instructor.
Credit 3 units.

U08 Educ 6008 Teaching the Process of Scientific Investigation
This course is intended for in-service teachers. Participants will engage in the process of scientific investigation while developing hands-on lessons for their students that support their ability to understand the nature of the scientific process of problem solving. The focus will be on pedagogical strategies that help foster independent investigation among students. Classroom project is required. Prerequisite: permission of instructor.
Credit variable, maximum 3 units.

U08 Educ 6009 Hands-On Science K-8: Matter and Energy
Laboratory experiences, discussion and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in the grades K-8. Inquiry activities illustrating basic matter, and energy and chemistry concepts will be selected in congruence with the National Science Education Standards and the Missouri Show-Me Standards. Prerequisites: permission of instructor; intended for in-service teachers.
Credit 3 units.
U08 Educ 6010 Hands-On Science K-8: Mathematics Concepts
Discussion intensive and lecture course designed to prepare teachers to implement or strengthen hands-on mathematics teaching in grades K-8. Inquiry activities illustrating numerical, rational numbers, and ratios will be selected in congruence with the NCTM Principles and Standards for School Mathematics, the National Science Education Standards, and the Missouri Show-Me Standards. Prerequisite: permission of instructor; intended for in-service teachers. Credit 3 units.

Laboratory experiences, discussion and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. Inquiry activities illustrating planetary motion, tides, lunar phases, constellations, comets, terrestrial planets, gas giants, plate tectonics, volcanoes, and earthquakes will be selected in congruence with the National Science Education Standards and Missouri Show-Me Standards. Registration fee collected first night of class. Prerequisite: permission of instructor; intended for in-service teachers. Credit 3 units.

U08 Educ 6013 Scientific Inquiry: Advanced Pedagogy for Educators
This course is designed to prepare teachers to strengthen skills associated with the delivery of a successful inquiry-based science curriculum in the K-8 classroom. Through laboratory experiences and discussions, teachers will work on a variety of pedagogical skills including developing questioning strategies and sequencing activities to support the various experiential levels of students. Participants will conduct an implementation project at their school or learning site. Scientific themes, structured in accordance with national and state standards, vary by semester. Credit 1.5 units.

U08 Educ 6015 Hands-On Science K-8: Earth Systems
Laboratory experiences, discussion, and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. Inquiry activities involving the water cycle, erosion, the earth's composition, weather patterns, geology, and natural resources will be selected in congruence with the National Science Education Standards and the Missouri Show-Me Standards. Registration fee collected the first night of class. Prerequisite: permission of instructor; intended for in-service teachers. Credit variable, maximum 3 units.

U08 Educ 6018 Hands-On Science K-8: Diversity of Life
This course includes laboratory experiences, discussion, exploration of different teaching strategies, and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. The course topics include the taxonomy and characteristics of the major groups of protists, plants, and animals as well as issues affecting biodiversity (genetic, species, and ecosystem diversity). Inquiry activities that illustrate the content are selected in congruence with the National Science Education Standards and Missouri Show-Me Standards. A registration fee is collected the first night of class. Prerequisite: permission of instructor; intended for in-service teachers, grades K-8. Credit 3 units.

U08 Educ 6019 Researched Practices in Math Instruction
A pedagogy course for practicing teachers in the elementary and middle school, grades K-8. The course is an introduction to research-proven practices in mathematics, supported by math content. These pedagogical practices include the use of student-work to inform conceptual development, the use of small-group instruction as situated in a diverse set of classroom organizational patterns, approaches to conceptual change and conceptual development, uses of formative assessment, direct instruction, etc. For any particular workshop, a set of approaches and the research associated with it are presented in relation to standards-based content topics. Participants are engaged in developing their math content and pedagogical skills with a primary emphasis on the learning of high quality classroom practices. Participants conduct an implementation project at their school or learning site to ensure that what they learn is effectively applied within their own classroom setting. Credit variable, maximum 6 units.

U08 Educ 6022 Improving Content and Instruction: Algebra
This course will focus on topics in algebra, focusing on topics covered in the national framework standards document, grades 4-9. Prerequisite: must be a practicing teacher and approval of the instructor. Credit 3 units.

U08 Educ 6023 Scientific Inquiry: Advanced Pedagogy for Educators, Part II
This course is designed to prepare teachers to strengthen skills associated with the delivery of a successful inquiry-based science curriculum in the K-8 classroom. Through laboratory experiences and discussions, teachers will work on a variety of pedagogical skills including developing questioning strategies and sequencing activities to support the various experiential levels of students. Participants will conduct an implementation project at their school or learning site. Scientific themes, structured in accordance with national and state standards, vary by semester. This is Part II of a two-part series. Credit 1.5 units.

U08 Educ 6100 Practical Strategies for Teachers to Affect Personal Change
This course features six 1-credit hour sections covering diverse topics. The course is designed for teachers who want to develop skills and knowledge which they can apply to their classrooms. The sections do not overlap and each is independent of the others. Teachers may choose to enroll in as few (one) or as many (up to six) topic sections as they desire and will receive 1 credit hour for each topic section they successfully complete. Student can enroll in more than one section at a time up to a maximum of six. Credit 1 unit.

Human Resources Management
Human resources managers are an integral part of the leadership team charged with directing complex organizations...
and a diverse workforce. Managing people and organizations requires both functional skills in human resources as well as expertise in strategic planning and organizational development. The Master of Arts in Human Resources Management prepares individuals in a variety of employment settings to join other organizational leaders at the table of decision makers.

The Master of Arts in Human Resources Management provides the student with skills and information in key operational areas such as human relations and communications, compensation and benefits, training and development, employee and labor relations, and staffing and retention. Additionally, the program teaches professionals how to contribute to organizational development, change, risk management, and strategic planning.

Contact:
Jennifer Fickeler
Phone: 314-458-4559
Email: jfickeler@wustl.edu
Website: http://ucollege.wustl.edu/programs/graduate/masters-human-resources-management

Degree Requirements

Master of Arts in Human Resources Management

The Master of Arts in Human Resources Management consists of 36 units of graduate course work. This work is composed of 21 units from the following courses:

Required courses (21 units):

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>HRM 520</td>
<td>Organizational Behavior and Management</td>
<td>3</td>
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<tr>
<td>HRM 531</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 543</td>
<td>Compensation Management</td>
<td>3</td>
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<tr>
<td>HRM 558</td>
<td>HR Metrics</td>
<td>3</td>
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<tr>
<td>HRM 559</td>
<td>Strategy Formation and Organizational Effectiveness</td>
<td>3</td>
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<tr>
<td>HRM 571</td>
<td>Legal Aspects in Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>HRM 514</td>
<td>Integrative Capstone Project for Human Resources</td>
<td>3</td>
</tr>
</tbody>
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Additionally, students are required to take a minimum of 15 units of elective courses from the following list:

Elective courses (15 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HRM 402</td>
<td>SHRM Learning System</td>
<td>3</td>
</tr>
<tr>
<td>HRM 435</td>
<td>Individual and Organizational Introspection</td>
<td>3</td>
</tr>
<tr>
<td>HRM 504</td>
<td>Consulting Skills for HR and OD Professionals</td>
<td>3</td>
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Courses

Visit online course listings to view semester offerings for U87 HRM (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U87&crslvl=5:8).

U87 HRM 500 Independent Study
Credit variable, maximum 3 units.

U87 HRM 502 SHRM Learning System
This course prepares participants to successfully complete the certification examination for the PHR and SPHR which are the standards in the human resources management field. The course covers six major areas that comprise the body of knowledge defined as central to the profession and, accordingly, the information required for certification. These areas, which correspond to the course modules, include: Business Management and Strategy; Workforce Planning and Employment; Human Resource Development; Compensation and Benefits; Employee and Labor Relations; and Risk Assessment. Pass/Fail only. For more information, students are encouraged to contact the instructor, Ron Gribbins, by email (grib@wustl.edu) or phone: 314-369-2731. Same as U87 HRM 402
Credit 3 units. UColl: HRP

U87 HRM 506 21st-Century Perspectives on Organization and Human Resources
This course explores the attraction, retention, and development of human resources from several broad perspectives, including psychology, sociology, political science, law, philosophy, history, economics, and business. The objective is to expand the student's understanding of the relationship between the organization and the individuals employed in it. Prerequisites: U87-520 and/or permission of the program coordinator.
Credit 3 units.

U87 HRM 508 Legal Issues in the Workplace
This course complements the Employment Law course that focuses on Title VII of the Civil Rights Act. The course provides the layman with an introduction to the case law surrounding five issues that are frequently encountered in the workplace. The goal is to sensitize the student to the issues, provide interventions to prevent the problem from arising, and offer appropriate legal actions when violations have occurred. Topics include: workplace violence; intellectual property and trade secrets; information technology and domestic terrorism; tort liability; and respondeat superior.
Credit 1.5 units.

**U87 HRM 513 Executive Coaching**
Executive coaching is an effective leadership development tool focused on high potential middle- to upper-level managers. It is a collaborative partnership between the executive, the sponsoring organization, and a professional coach designed to facilitate and hasten the executive’s learning and achieve identified business results. This course will compare and contrast executive coaching to other types of remedial and personal coaching and mentoring relationships; review the grounding principles that form the foundation of an executive coaching partnership; outline the steps in the coaching process; and review the expectations and guidelines for each member of the executive coaching team — executive, organization, coach.
Credit 3 units. UColl: HRO

**U87 HRM 514 Integrative Capstone Project for Human Resources**
The overall objective of this capstone course is for master’s students in Human Resources Management to integrate the program course work through a substantial, independent applied project conducted in a host organization. Students will demonstrate their professionalism through a written and oral presentation of their materials. Students should be in their final semester of study or have permission of the program coordinator.
Credit 3 units. UColl: OLH

**U87 HRM 519 Project Management Mastery in HR**
In business today, managing small projects to large, multimillion dollar projects is a critical component of every organization. Projects evolve organizations so that they are able to compete and meet their future business goals. Project management skills are imperative in the business world, and they are skills that can be developed. This course will combine theory and application to grow and enhance skills as it relates to project and change management. Valuable frameworks, tools, and methodologies will be covered in detail so that students can utilize these approaches immediately.
Credit 3 units. UColl: HRO

**U87 HRM 520 Organizational Behavior and Administration**
This is a survey course focusing on the individual, group, organizational and environmental factors relevant to understanding and managing behavior in complex organizations. It considers behavior from structural, human resources, political, and symbolic perspectives.
Credit 3 units.

**U87 HRM 523 Organizational Communication**
This course identifies the major theories and methods of communication at the individual, group, and organizational levels. Particular attention is devoted to the role of communication in achieving long-term organizational effectiveness. Strategy and tactics relevant to interpersonal communication, negotiation, and consensus building are also analyzed.
Credit 3 units. UColl: HRO

**U87 HRM 530 Organizational Development**
This course is designed to assist students in developing a framework for: 1) assessing the current condition of an organization, 2) developing an intervention strategy for changing the organization, and 3) executing the planned change in a manner that promotes effective organizational change and development. Within this context, substantial attention will be devoted to the developing the analytical, conceptual, and interpersonal skills required of effective change agents.
Credit 3 units. UColl: HRO

**U87 HRM 531 Human Resources Management**
This course is designed to assist students in developing a framework for: 1) assessing the current condition of an organization, 2) developing an intervention strategy for changing the organization, and 3) executing the planned change in a manner that promotes effective organizational change and development. Within this context, substantial attention will be devoted to the developing the analytical, conceptual, and interpersonal skills required of effective change agents.
Credit 3 units. UColl: HRO

**U87 HRM 536 U.S. Retirement Programs**
This course provides an overview of the U.S. retirement system and the alternatives available for organizations. Attention is given to the purpose of employer-sponsored retirement programs and the employer objectives accomplished by different types of programs. Students will discuss the challenges a company faces in developing a retirement program and develop a program as part of the course requirement.
Credit 1.5 units. UColl: HRP

**U87 HRM 5461 Managing Dispersed and Global Teams**
This course focuses on understanding the social, political, and legal aspects of managing human capital in a global environment. The primary objective is to understand how effective management contributes to the overall success of international business ventures. The topics covered include recruitment; selection; legal and tax implications of international operations; compensation and benefit packages; training and development; cultural adaptation; and relocation and repatriation policies. This course is designed for both human resource professionals and other business professionals who will manage in a global business environment.
Credit 1.5 units. UColl: HRP

**U87 HRM 5491 Organizational Development: A Case-Based Approach**
This course addresses the integration of human resource functions, performance management, employee relations, human resource planning, and organizational development. We will study how HR maximizes the return on investment from the organization’s human capital while minimizing financial risk. The course emphasizes human beings as creative and social beings that are viewed as the organization's most strategic asset in a very turbulent and complex market environment.
Credit 3 units. UColl: HRP

**U87 HRM 556 U.S. Retirement Programs**
This course provides an overview of the U.S. retirement system and the alternatives available for organizations. Attention is given to the purpose of employer-sponsored retirement programs and the employer objectives accomplished by different types of programs. Students will discuss the challenges a company faces in developing a retirement program and develop a program as part of the course requirement.
Credit 1.5 units. UColl: HRP

**U87 HRM 557 Leadership Skills for Women Executives**
This course examines the latest research and practice on women and leadership. Students learn about tools and methods to evaluate their personal leadership strengths and avoid career
derailment. The class uses case studies, personal essays, and role-play designed to help individuals develop strategies to more effectively manage their career paths.
Credit 1.5 units. UColl: HRO

U87 HRM 558 HR Metrics
This course provides the foundation for understanding how to measure the effectiveness of Human Resource Management (HRM) policies, programs and processes. The course will focus on the methods of developing appropriate measurement indices for the major HRM functional areas. An understanding of the principles of measurement, methods of qualitative and quantitative data collection, and analysis are also included. Credit 3 units.

U87 HRM 559 Strategy Formation and Organizational Effectiveness
This course focuses on developing and implementing a strategy to sustain a competitive advantage in business. The process specifies mission, vision, and values, develops projects and programs, and allocates resources to achieve organizational goals. This course will give special attention to the allocation of human resources to achieve organizational effectiveness. Credit 3 units.

U87 HRM 560 Group Processes in Organizations
Credit 3 units. UColl: HRO

U87 HRM 561 Building High Performance, Team-Based Organizations
This course examines the factors that are most critical in developing high-performance, team-based organizations. We pay particular attention to the assessment of organizational climate, and analyze steps organizational leaders must take to make the transition to a team-based approach. We also examine important systems and processes that support this design. Credit 3 units. UColl: HRO

U87 HRM 562 Employee Benefits
This course reviews the current trends and historical bases for employee benefit programs. The concept of risk and the regulatory, political, and social environments surrounding benefits will be discussed, with particular attention to health, life, and disability benefit programs. Credit 1.5 units. UColl: HRO

U87 HRM 563 Corporate Finance
This course focuses on developing and implementing a strategy to sustain a competitive advantage in business. The process specifies mission, vision, and values, develops projects and programs, and allocates resources to achieve organizational goals. This course will give special attention to the allocation of human resources to achieve organizational effectiveness. Credit 3 units.

U87 HRM 564 Human Resources Management
This course will provide a general legal framework for human resources practices in organizations. Particular attention will be given to legal issues regarding employment, personnel practices, wages and salary, benefits, family and medical leave, workers with disabilities, terminations, and unions. Credit 3 units. UColl: HRO, OL

U87 HRM 565 Incentive Compensation
This course provides an in-depth look at the design and development of effective variable pay plans that increase employee performance and productivity. Motivation theories, personality typing, and business anecdotes are combined with a practical step-by-step approach to new design or plan revision.

Lectures, small group projects, and case studies are employed to build the knowledge and skill of the Human Resources professional or the front-line manager. Credit 1.5 units. UColl: HRP

U87 HRM 577 The Changing Nature of Work
This course provides a historical perspective on the changing nature of work, the current trends, and possible future trends. Substantial attention is given to consideration of work/life balance issues, the changing demographics of the workplace, the impact on organizations, and the objectives that class participants have for their own professional careers.
Credit 1.5 units. UColl: HRO

U87 HRM 578 Corporate Finance
This course is designed to give HR personnel of the future the opportunity to develop skills in, and an understanding of, basic financial management methods, as well as evaluation techniques used to assess overall organizational financial and business performance. Specifically, the individual will gain an ability to evaluate capital investments, capital acquisitions and capital budgets, an understanding of uncertainty (risk) and risk management, a knowledge of cash and credit management techniques, a knowledge of the costs of alternative sources of short-, intermediate-, and long-term financing (both debt and equity), and an understanding of financial statements and their analysis.
Credit 3 units.

International Affairs
Breathtaking changes in political, economic and social relations have taken place over the past several centuries. Living and working in a rapidly changing global environment presents great opportunities to advance the human condition, promote growth and development, create political liberties, recast bargains between governments and their societies, transform social welfare, and advance the boundaries of knowledge and scientific exploration.

Yet, the same context presents great risks as people fear loss of identity, worry about economic subordination and loss to those beyond their borders, encounter environmental degradation, and confront potential decline in personal and social autonomy. Our heightened economic, political, social, cultural, and environmental interdependence generates serious challenges in areas such as social justice, health, security, development, human rights, social welfare, inequality, diversity and technology. The challenges create the possibility of conflict, but also for cooperation and compromise.

The Masters of Arts in International Affairs offers an interdisciplinary approach to understanding global issues. The program draws on teaching and expertise from Washington University faculty and experienced practitioners in the St. Louis region, and it provides knowledge and skills for understanding and working with some of the most difficult international and cross-cultural problems that states, societies, and communities face. Students have the opportunity to tailor their studies.
to explore topics such as global politics, global economics, development, international security and conflict, international business, human rights, the role of gender, the environment and sustainability, and issues of regional importance.

Whether students are studying full-time or part-time, a range of on-campus and online courses makes it possible for them to shape their degree according to their interests and schedules.

Contact: Andrew Sobel
Email: sobel@wustl.edu
Website: http://ucollege.wustl.edu/programs/graduate/masters-international-affairs

Degree Requirements
Master of Arts in International Affairs

Total Requirements: 30 units

The Master of Arts in International Affairs is a 30-unit program that includes four core courses and a capstone project, which is either a Directed Research Project (3 units) or a Master's Thesis (6 units). The purpose of the required core courses is to develop a coherent structure underpinning the AM by ensuring some common theoretical foundations, knowledge, and language shared by students in this program and with graduates of similar programs around the world. This contributes to the building of a professional community and identity. In addition to the required courses and the capstone project, at least three courses must be home-based in International Affairs. Remaining electives may be chosen from International Affairs seminars or from other graduate-level courses approved by University College.

Required Core Courses: 12 units

Students must take four core courses aimed at students acquiring a common understanding of foundational knowledge and skills for analyzing international affairs, enhancing their abilities to be thoughtful and critical users of academic research in applied settings, and pursuing careers in the field.

One required course is IA 524 Methods and Research Design in International Studies, a research writing and methods seminar that helps students develop systematic tools for use as practitioners who write and present their work.

The other three core courses, selected from a list of core courses, provide a theoretical and substantive foundation for the analysis and understanding of international affairs. Students can choose from the following courses:

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<th>Code</th>
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<tr>
<td>IA 509</td>
<td>International Organizations</td>
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<td>IA 510</td>
<td>UN and International Security</td>
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<td>IA 511</td>
<td>International Law and the Use of Force</td>
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<td>IA 518</td>
<td>International Economics</td>
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<td>National Security Decision-Making</td>
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<td>IA 535</td>
<td>American Foreign Policy</td>
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<td>IA 540</td>
<td>Alternative Analytic Techniques for International Affairs</td>
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<td>IA 551</td>
<td>Politics of Global Finance</td>
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<td>IA 574</td>
<td>International Relations</td>
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<td>IA 577</td>
<td>State Failure, State Success and Development</td>
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These courses are designed to enable students to develop expertise and understanding of dominant analytical frameworks, tools, and common language in the field of international affairs to engage with other professionals in the field. A selection of three core courses, which are overlapping, ensures that this foundation will be sound and robust.

Additional International Affairs Courses: 12-15 units

Capstone Project: 3-6 units

After completing formal course work, all students are required to complete a capstone research project under the supervision of a Washington University faculty member. The research project is either a 3-unit Directed Research Project, or especially strong students can opt for a 6-unit Master's Thesis.

Courses

Visit online course listings to view semester offerings for U85 IA (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U85&crslvl=5:8).

U85 IA 500 Independent Study

An independent research project under the supervision of a member of the faculty of the International Affairs program. Approved proposal must be presented at the time of registration. Open only to students admitted into the IA program. For more information, contact the assistant dean for Graduate Programs at 314-935-6700. Credit variable, maximum 3 units.

U85 IA 5030 Levels of Analysis: Thinking Theoretically

A theory is a set of propositions and concepts that combine to explain phenomena by specifying the relationships among the propositions. Theory’s ultimate goal is to predict phenomena. Good theory can explain events across space and time (e.g., it works just as well in Iran as in Columbia; and just as well today as in the Peloponnesian War). Theories provide a framework through which to understand everyday events in international relations, and to answer the basic foundational questions in the field—how can human nature be characterized? What’s the relationship between the individual and society? What are the characteristics and role of the state? How’s the international system organized? Theories abound in international relations: classical realism, structural realism, liberalism, constructivism, Critical Theory, Feminism, English School, post-structuralism,
post-modernism, to name some of the more prominent ones. These different theoretical approaches help us see international relations from different viewpoints. No single approach can capture all the complexity of contemporary world politics. The list of possible explanations a theory provides can be usefully organized according to three levels of analysis: individual, state, and international. Dividing the analysis of international politics into levels helps orient our questions and suggests the appropriate type of evidence to explore. Each level privileges certain variables, while abstracting others. This workshop explores the value of thinking theoretically in international relations; highlights what we gain (and lose) with theory; and analyzes the utility of each level of analysis for what it illuminates (and what it neglects). The written assignment will involve applying the three levels of analysis to a contemporary event.

Credit 1 unit.

U85 IA 5041 Islam and Politics
Blending history and ethnography, this course covers politics in the Islamic world in historical and contemporary times. Topics include history of Islam, uniformity and diversity in belief and practice (global patterns, local realties), revolution and social change, women and veiling, and the international dimensions of resurgent Islam. Geographical focus extends from Morocco to Indonesia; discussion of other Muslim communities is included (Bosnia, Chechnya, sub-Saharan Africa, U.S.).
Same as L48 Anthro 4041
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS

U85 IA 5053 Cultural Policy and the Politics of Culture in Latin America
Credit 3 units. UColl: IAA

U85 IA 509 International Organizations
This course examines the role of major international organizations in the modern world — the UN, EU, NATO, IMF, WTO, MERCOSUR, and others. We explore the background for the creation of these organizations, the purposes they serve, and those whose interests they promote. We also consider how they adapt and evolve over time. Our survey centers on three broad areas of investigation: First, we examine how international organizations promote and maintain international security. Second, we consider organizations designed to regulate and promote economic growth and development. This entails a focus upon the process of globalization and the challenges presented in an era of heightened economic interdependence. Finally, we examine growing efforts at regional cooperation through the emergence of organizations such as NAFTA, the EU, and MERCOSUR.
Credit 3 units. UColl: IAI

U85 IA 5093 Politics of the European Union
This course provides a political overview of the European Union and its 27 member states. Attention is paid to the emergence of European supranational governance in the 1950s and its trajectory to the present day. We also consider the interplay of geographical, economic, and cultural factors, together with an assessment of the EU and its place in the larger global political sphere.
Credit 3 units. UColl: IAA

U85 IA 510 UN and International Security
The aim of this course is to gain a deeper understanding of the United Nations (UN) and its role in world politics. Beginning with an examination of the history of the UN and its precursors, we will discuss the UN's structure and its three-part mission as outlined in the UN Preamble: international peace and security; human rights; and development. We will assess the strengths and weaknesses of the UN and its agencies in these three substantive areas, within the context of a rapidly shifting geopolitical climate. Attention will be paid to the ongoing debate among proponents and detractors of the UN, and the unique role played by the U.S. in this debate.
Credit 3 units. UColl: IAI

U85 IA 511 International Law and the Use of Force
This course will combine legal and political science approaches to the study of international law. We will explore the source of international law, the law of treaties, the interaction of international and national law, international jurisdiction and sovereignty, state responsibility, the peaceful settlement of disputes, and the use of force. In addition, we will examine political science theories that seek to explain why international law does (or does not) influence the behavior of states in international affairs.
Credit 3 units. UColl: IAI

U85 IA 5130 Dirty Wars and State Terrorism in South America
This course will explore the historical, political, and cultural impact of the so-called Operation Condor military dictatorships in 1970s and 1980s South America. We will focus on two of the most notorious dictatorships, those in Argentina and Chile, but we will also examine the examples of Bolivia, Uruguay, Paraguay, and Brazil. We will use historical accounts, remembrance sites, declassified U.S. government documents, literary works, and film to assess the various causes and results of a period that has marked these countries in ways that continue to influence national identities.
Credit 3 units. UColl: IAA

U85 IA 5142 Sustainable Development and Conservation: Madagascar
This course focuses on sustainable development in rural subsistence economies, using Madagascar as case study. Students from diverse disciplines are challenged to develop and assess the feasibility of projects that can have a positive impact on communities constrained by poverty traps. The span of projects includes topics such as forest conservation and use, nutrition, health, food security, clean water, education, and bottom-up economic growth. Students in humanities, social sciences, law, social work, economics, political science, public health and others use their different perspectives to search for answers. Teamwork and peer teaching are central to the course. Competitively evaluated projects will be field-tested in Madagascar. Selected teams will travel to Madagascar in May and work with the Missouri Botanical Garden Community Conservation Program to adapt projects to conflicting environmental, cultural, economic, and political factors. Poster board sessions for students taking the trip occur in the fall term. Project teams selected to go to Madagascar will be assessed a lab fee at the time their participation in the trip is confirmed. The lab fee covers the cost of airfare, in-country transportation, and approximately three weeks of in-country
lodging and food. Undergraduate students should register for the course using one of the undergraduate cross-listed course numbers. Credit 3 units.

U85 IA 5170 Gender and Globalization
Credit 3 units. UColl: IAI

U85 IA 5181 International Economics
This course provides an analysis of the international economy, the economic theories that help explain it, and analysis of important current issues of international economic policy. When David Ricardo proposed his famous theory of comparative advantage in 1821, he set out to explain why England exported cloth to and imported wine from Portugal. Today, international trade is much more complex. Apple devices are designed in Silicon Valley while their most expensive component, the hard drive, is manufactured by Toshiba in Philippines before it is finally assembled in China. Can Ricardo's theory explain today's patterns of international production and trade? Today, the number of these currencies has been reduced through the formation of the European Union. What are the cost and benefits of currency unions? Credit 3 units. UColl: IAI

U85 IA 519 International Growth and Development
Few subjects in international relations attract as much attention as growth and development. Why do some nations develop while others languish? What accounts for the disparities in the distribution of wealth and opportunity in the world? This is far more than an economic puzzle. This seminar explores the interaction of politics, history, culture, society, the environment and economics as we try to understand what governments and societies do to promote or hinder growth and development. Credit 3 units. UColl: IAI

U85 IA 5213 Latin America in World Affairs
This course examines Latin American foreign relations from the 1820s to the present with an emphasis on the period since 1945. Focusing on transnational relations, the course analyzes long term patterns and trends among Latin America and the United States, Europe, and the global South. Attention will be paid to the way Latin Americans have sought to manage foreign influence. To this end we will analyze patterns of inter-American conflict and cooperation. The course will explore how elite culture, domestic social forces, development, and cultural identities influenced national political cultures, and how these in turn shaped Latin American foreign policies. Credit 3 units. UColl: NW

U85 IA 5215 Grand Strategy
Credit 3 units. UColl: IAI

U85 IA 5230 The Law of the Sea: Governing the Oceans and Marine Resources
Credit 3 units. UColl: IAI

U85 IA 524 Methods and Research Design in International Studies
This course introduces students to the International Affairs program to research design and methods and to the relationship of theory to research in the social sciences, with the aim of preparing students for writing research papers. Areas to be explored include overall research design, case selection, and literature reviews. The importance of theory is stressed. Credit 3 units.

U85 IA 5264 Environmental Ethics
Credit 3 units. UColl: IAI

U85 IA 5273 Introduction to Israel Studies
An exploration of Israel in the Jewish experience from antiquity to modernity and in the history and culture of the Middle East. Special attention will be paid to the modern state of Israel and current issues in its politics, economy, and society. L75 5273 is intended for graduate students only. Same as L75 JINE 3273 Credit 3 units. A&S IQ: HUM BU: IS

U85 IA 5290 China's Role in the 21st Century
This course will examine China's global impact in the 21st century. Beginning with an overview of its current political and economic configuration, we will explore China's complex global interactions, examining these from the perspective of Western and Asian nations, together with the view from within China. Drawing from the interdisciplinary scholarship of political scientists, economists, and anthropologists, as well as the writings of politicians, business leaders, and ordinary people, we will investigate how Chinese society and its mix of political and economic institutions have the potential to reshape international politics, the global economy, and the environment. Credit 3 units. UColl: IAA

U85 IA 530 Modern Middle East
This online course will explore the rapidly changing role of the media in Arab and Muslim societies in reporting about revolts and conflicts, the "Arab Spring," and the chronic impasse between Israel and the Palestinians. We will study the impact of social media, which have afforded greater access to "real-time" images of the Syrian civil war than was possible with previous conflicts. We will investigate the formation of public opinion in the Arab and Muslim worlds — in particular, the role of state-supported media operations such as Al Jazeera. We will compare the style and substance of Israeli and Arab media sources and the role of professional versus citizen journalists in covering newsworthy events. Credit 3 units. UColl: IAA

U85 IA 5306 The Modern Mediterranean: Facts and Fictions
The countries and cultures around the entire Mediterranean basin have provided, and have been the scene of, much of the world's recorded history. In the 20th century, however, writers set out to explore, either by actual travel or else in their imagination alone, many of its lesser known corners: forgotten imperial ruins in Tunisia; remote and semi-primitive mountain villages of Crete; dusty and disease-ridden towns steeped in medieval customs in the Sahara; the secretive, aesthetically dazzling souks of Alexandria. In doing so, they often found many fascinating, if previously hidden and frequently disturbing places, peoples, behaviors. But sometimes, instead, they discovered mere symbolic fodder for an implied or sometimes even explicit critique of their own native lands and social mores. In this course, we shall consider examples of the former in works like Andre Gide's Immoralist, Nikos Kazantzakis' Zorba
the Greek, Paul Bowles' *The Sheltering Sky*, and Lawrence Durrell's *Justine*. As for the latter, our attention will turn to even more contemporary works, such as Derek Walcott's *Omeros*, which is partially based on the Homeric tale of Ulysses' wanderings around the Mediterranean, but which aims primarily at questioning the history of colonialism and cultural memory of his own Caribbean island of Saint Lucia. While students will pay attention to the stylistic features of these works, to understand better the role rhetoric plays in such fiction, they will also study closely the various important sociopolitical, economic, religious, and philosophical concerns raised by their authors. Some excerpts of film adaptations of these works are also used. Primary readings should be mostly completed in advance of the course. Credit 3 units. 

**U85 IA 5310 National Security Decision-Making**
This week-long intensive course will simulate our national security decision-making process. Students will embody the various perspectives and priorities of strategic decision-makers, gaining an appreciation for the interagency process and the challenges of making foreign policy in a complex and fast-paced environment. Students will hone professional writing, oral presentation, negotiation and collaboration skills as we explore potential flashpoints with two geostrategic rivals, China and Russia. We will consider our treaty obligations, alliances, and how to employ our diplomatic, military, economic and unconventional tools to achieve our nation’s strategic goals. Credit 3 units. UColl: OLI

**U85 IA 5321 Africa and International Development Aid Policy**
This course will examine the role that international actors play in the process of domestic development policy. With a focus on the nations of Africa, we will explore the history and evolution of key international entities, including financial institutions such as the World Bank and International Monetary Fund, nongovernmental organizations such as OxFam, and multinational organizations such as the United Nations. We will consider competing theories and strategies on what constitutes the best development policy practices. A selection of case studies will help us assess the effectiveness of policy tools to promote or hinder development in poor countries. Readings will include works by Jeffrey Sachs, Paul Collier, Amartya Sen, and William Easterly. Credit 3 units. UColl: IAA

**U85 IA 5333 The Post-Cold War Order**
This course will cover key developments in post-Cold War politics. Beginning with an assessment of the problem of achieving order in an international system lacking central authority, we will examine the emergence of international institutions intended to regulate global and regional security, nuclear weapons proliferation, the world economy, and the global environment. We will then consider ethnic and cultural sources of cooperation and conflict, including the "end of history" and "clash of civilizations" theses. Next, we will examine the challenge posed by American primacy, the development of international law and cooperation, and trends toward both globalization and regionalization. We will conclude by assessing approaches to the global war on terror. Credit 3 units. UColl: IAA, IAI

**U85 IA 535 American Foreign Policy**
This course begins with a survey of the historical foundations of American foreign policy. Having established a broad understanding of the issues that have confronted the nation, we closely examine the current political climate, and the challenges that the United States faces both in terms of its economic and physical security. Finally, we consider strategies for dealing with the threats and challenges that beset this nation. Credit 3 units. UColl: OLI

**U85 IA 5400 NGOs in the International System**
Over the past several decades, NGOs (nongovernmental organizations) have become an integral part of international politics, addressing crucial problems pertaining to environmental degradation, human rights, immigration, poverty, disease, and so forth. This course will explore how NGOs influence the shaping and execution of policy in international affairs. We will first consider the rise of NGOs and the rationale for their emergence, then examine — through case studies in Africa, Asian, South America, and the former Soviet Union — how they have approached their mission and whether they have succeeded. Credit 3 units. UColl: IAI

**U85 IA 5402 Mathematical Modeling in Political Science**
This course is designed to provide mathematical tools useful for the rest of the statistical methods sequence, as well as for other courses in formal theory or mathematical modeling. Throughout the course, the mathematical tools are motivated by applications to the general problem of how politics can be modeled for purposes of statistical analysis, deductive reasoning, or conceptual theorizing. This motivation is accomplished by means of a consistent focus on such processes as individual decision-making, the representation of issues, statistical phenomena, and phenomena of change over time. The course assumes a sufficient background in elementary algebra, logic, functions, and graphs; remedial work in these areas will be offered through a review course during the last week or two of summer. Mathematical topics covered include: sets and relations; probability; differential calculus and optimization; difference equations; and linear algebra. Same as L32 Pol Sci 5052 Credit 3 units.

**U85 IA 5403 Global Collective Action: Why Do Nations Cooperate? Climate Change and Other Cases.**
Nation-states act in their self-interest — so how and when do they come together to address global problems? From nuclear disarmament to small pox eradication to tackling climate change, nations must transcend or transform self-interest to deal with these problems. Collective action and concepts such as tragedy of the commons, free riders, and prisoner's dilemma, will be taught in the context of global problems. We will examine the role of the nation-state, non-state players and the sub-national players in the pursuit of global governance. With a focus on climate change negotiations, we will delve into what collective action means for the big economies (U.S., China, Russia), for the not-so-big economies and for the small island nation-states and indigenous peoples, and what this action means within the current international system and regimes. Credit 3 units. UColl: IAI, OLI

**U85 IA 541 The Global Village in the 21st Century**
This course will explore the structure, function, and impact of global communications media through a study of their historical, economic, political, social, and cultural aspects. A comparison of case studies across the global spectrum will facilitate an
Understanding the impact of telecommunications, television, and the internet on economic relations, national sovereignty, the role of international organizations such as the UN and WTO, and on the daily lives of people around the world.

Credit 3 units. UColl: IAI

U85 IA 5410 Alternative Analytic Techniques for International Affairs
This course instills analytic rigor and imagination into the consideration of our most pressing national security issues. Based on structured analytic techniques employed in the Intelligence Community, students in this course will hone critical thinking skills, consider overlooked ideas and develop unique perspectives. Students will be given the tools to recognize and overcome biases, mental shortcuts and unstated assumptions, and challenge conventional wisdom, through analysis of US foreign and counter-terrorism policy and current events in the Middle East, China and North Korea.

Credit 3 units. UColl: IAI

U85 IA 5443 Drones, Surveillance, and Biometrics: Global Cyberwar in the 21st Century
This course examines how the practice of militarism is changing worldwide through the development of new technologies. How are governments reshaping the practice of war and diplomacy with the use of unmanned drones to fight wars, biometric eye and finger scanners to patrol borders and immigration, wiretapping on civilian populations to conduct surveillance of foreign terrorists, etc.? How are civilians and nonstate actors engaging in cyberwar, as in the network attacks from China on major corporations like Google? What does it mean that anyone (from militants to humanitarian groups) can now buy drones on the market from private firms? How has a former judge in Montana posed online as an Iraqi cyberspy for the U.S. government? We will assess theories and implications of these developments in readings from sociology, international relations, and science and technology studies. Guest speakers will be invited from institutions around the St. Louis region, such as the National Geospatial-Intelligence Agency, Boeing, legal specialists, and privacy advocates.

Credit 3 units.

U85 IA 5450 Confronting Weapons of Mass Destruction (WMD): International Legal, Political, & Military Frameworks
This course will examine and evaluate the mechanisms employed by states to address the global problem of weapons of mass destruction (WMD) — nuclear, chemical, and biological weapons and their means of delivery. We will establish a framework of understanding about WMD while exploring relevant historical developments. We will focus on a comparison of states’ WMD-control/nonproliferation strategies and their WMD-counter-proliferation strategies. We will also consider the matter of complementing the latter strategies with UN Security Council action. The course will conclude with a consideration of the nuclear-weapon abolition debate and viable WMD-control futures.

Credit 3 units. UColl: IAI

U85 IA 5451 Global Poverty
This course examines the contributions of economists and political scientists to analyzing the nature of poverty, to evaluating strategies for reducing or eliminating poverty, and to considering the effects of globalization on the poor. We also focus on ethical matters; namely, our moral obligation to the poor — both those in foreign lands and those who are fellow citizens. The relevant arguments and planning schemes will be assessed and compared.

Credit 3 units. UColl: IAI

U85 IA 5494 Indonesia: History, Society, Culture, and International Relations
Indonesia is the largest nation in Southeast Asia and the world’s fourth most populous, with its largest Muslim population. This course will survey the history, politics, and culture of Indonesia. It will cover topics relating to religion, the arts and media, terrorism and ethnic violence, and a burgeoning economy that has generated serious ecological damage. In addition to studying the complexity and diversity of the Indonesian archipelago and its people, we will explore Indonesia’s evolving presence on the global stage.

Credit 3 units. UColl: IAI

U85 IA 550 Current Issues in International Affairs
Credit 3 units.

U85 IA 5501 Civil War and Peace
This course examines the causes and consequences of civil war as well as potential solutions to it, drawing on examples from countries throughout the world. The potential causes of intra-state violence include ethnic and religious identities, economic and security concerns, elite manipulation, and international diffusion. The different tools for managing intra-state conflict that we examine include minority representation, power-sharing, decentralization, and partition.

Credit 3 units. UColl: IAI

U85 IA 551 The Culture of Global Neoliberalism
This course will study neoliberalism, a key socioeconomic approach to the free market and influential model for development, as a phenomenon that has fundamentally affected politics, ideology, and culture across the global-local spectrum. We will explore concepts such as globalism, citizenship, consumerism, private governance, NGOs and the commodification of identity. Our coverage will incorporate the work of David Harvey, Aihwa Ong, Slavoj Zizek, Néstor García Canclini, and Kim Fellner.

Credit 3 units. UColl: IAA

U85 IA 5523 Planetary Problems: International Competition and Cooperation in Outer Space
This course will explore the crucial role of outer space in global affairs and the challenge of confronting potentially dire consequences of an increasingly crowded orbital environment. We will study three key decisions that shaped the American manned space program: Kennedy’s Apollo program; Nixon’s space shuttle; and Reagan’s space station. We will also examine the role of the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS). Most broadly, we will consider the growing importance of space to humanity at large and the attendant challenges that confront the international community.

Credit 3 units. UColl: IAI

U85 IA 553 International Business
Today’s business environment has become increasingly global, and it is imperative that business leaders understand the
U85 IA 5553 Geopolitics in the 21st Century
In this class we undertake a conceptual history of geopolitics. The term “geopolitics” emerged near the end of the 19th century in relation to new forms of nationalism and imperialist competition in Europe and beyond. During the Cold War, geopolitics was used to denote a global struggle between the capitalist Western bloc and the Soviet Eastern bloc which finally ended with the collapse of the Soviet Union. Today geopolitics is more relevant than ever as new global power struggles characterized the post-post-Cold War world. The realm of geopolitics has expanded in the 21st century to include issues and questions previously ignored during the Cold War: civilizational clashes, global warming, social movement struggles, global finance, and transnational communication networks. Geopolitics now implicates global environmental degradation and ethno-nationalism. We will examine the history, concepts, policies, and practices of geopolitics from the late 19th century to the present. We will also critically investigate the “new geopolitics” of an emerging multi-polarity, the return to Great Power politics, and the renewed interest in geopolitical narratives of the 21st century.
Credit 3 units. UColl: IAI

U85 IA 5571 Politics of Global Finance
Global finance underwent stunning transformations over the past 40 years. The changes contribute to interdependence, challenge national sovereignty, alter state-society relations, affect economic development, and influence the distribution of wealth and power in the global political economy. The seminar examines the political economy of monetary relations, the globalization of capital markets, and their effects upon domestic and international affairs.
Credit 3 units. UColl: IAI

U85 IA 5581 Domestic Politics and U.S. Foreign Policy Decision Making
This course examines U.S. foreign policy from the perspective of domestic politics, with the aim of understanding how our political institutions affect foreign policy outcomes. The first section of the course provides an overview of the paradigms that have been used to understand foreign policy decision-making and examines the electoral and interest group pressures that influence decisions. The second section studies the chief political branches of government (executive, legislative, judicial) and their role in foreign policy. The final section covers the major bureaucratic agencies involved in foreign policy decisions.
Credit 3 units. UColl: IAI

U85 IA 559 International Political Economy in Theory and Practice
Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course will introduce the study of global political-economic relations and will develop a theoretical tool kit that will help students explore the globalization of material and social relations.
Credit 3 units. UColl: IAI

U85 IA 5630 Inside the Intelligence Community
This online class will provide an in-depth look at the United States Intelligence Community (IC) — the different agencies of which the IC is composed, and their varying missions, priorities and resources — and how intelligence informs national security decision-making. Students will analyze long-term national security issues on which the government would like to focus, and the short-term crisis issues on which the government must focus. We will write strategic analytical products and simulate inter-agency coordination and testimony before Congress. Systems and infrastructure designed around security make virtual interaction the preferred means of communication for analysts with shared problem sets who operate around the world and around the clock. Accordingly, this fully online course, designed for students who are interested in understanding and/ or becoming part of our nation’s national security apparatus, will simulate the robust yet virtual nature of communication and collaboration within the IC. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units.

U85 IA 565 From Mikado to Makudo: A Literary View of Japanese Culture
This course will survey Japan’s social and cultural history through selected literary works that span the seventh century (Mikado) to the present day (Makudo). Our readings — including fiction, poetry, drama, and personal writings — will serve as guides to key historical epochs: the aristocratic culture of the Heian era (Tale of Genji), the warrior society of the medieval era (Tale of the Heike), and the insular Tokugawa period (Basho’s haiku). Novels by Soseki, Tanizaki, Mishima, and Oe will expose the complexities of modern Japan. Students will gain an appreciation of Japan’s unique heritage, social complexity, and place in East Asia and the world today. Same as U98 MLA 5655
Credit 3 units. UColl: NW

U85 IA 5652 Korea: History, Culture, and People
This course will provide a comprehensive overview of Korea — its long history, its cultural heritage, its people — and the complexity of Korea’s place within East Asia and in the larger global context. Topics will include: the Korean War and its aftermath, the fraught North-South relationship, national and cultural identity, the gender question, collective memory, and the tension between tradition and modernization/globalization.
Credit 3 units. UColl: IAA, NW
U85 IA 5684 Globalism and Neoliberalism in Latin American Culture

This course examines the ways in which Latin American culture has engaged with new global realities and the neoliberal policies of the 1990s. We will use political, economic, and cultural theory to assess various artistic explorations of newly globalized Latin America cultural identities from the Caribbean to Argentina. The course will include extensive theoretical readings and a series of novels and films that create productive dialogues with that theory. Authors to be considered include, among others, Fredric Jameson, Edmundo Paz Soldán, Ricardo Piglia, Junot Díaz, and Alberto Fuguet.
Credit 3 units. UColl: IAA, NW

U85 IA 5711 Issues in Applied Ethics

The aim of this course is to examine crucial ethical questions that have come to shape contemporary international relations. For instance, what is the responsibility of affluent countries to those in poverty? Should nations have a right to close their borders to immigrants seeking a better life? What is the normative justification for an international criminal court, and under what conditions should this court override the laws and sovereignty of nation states? We will survey the major ethical schools of thought and apply their approaches to prevalent moral debates. This theoretical background will facilitate our investigation of and reflection upon the challenging moral issues that confront us today.
Credit 3 units.

U85 IA 572 The Politics of International Trade

This course examines the politics and debates surrounding international trade. The course begins with a brief overview of the basic economic theory underlying the idea of free trade. With that as a background, we explore the distributional and political consequences of trade flows in terms of both the politics of trade liberalization and the politics of protectionism. The course then explores the World Trade Organization and attempts at regional integration such as the EU, NAFTA and the proposed Free Trade Area of the Americas. The course concludes with a series of in-class debates on several major trade policies, such as the issue of outsourcing, agricultural subsidies in developed countries, the recent Dubai sports deal, and the apparent resurgence of economic nationalism, as well as the relationship between increased trade and environmental protection.
Credit 3 units. UColl: IAI

U85 IA 5721 Energy, International Politics, and the Quest for Power

This course will examine the history and political implications of oil, the world's preeminent strategic resource. We will trace the "flow" of oil from its discovery in 1859 to its current role as fuel for the global economy. We will explore oil in relation to military conflict and to the energy competition among Russia, China, the U.S., and other powers. We will study the relationship between energy resources, business strategies, political power, and foreign policy.
Credit 3 units. UColl: IAI

U85 IA 574 International Relations

Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces major approaches, questions, and controversies in the study of international relations. In a small group seminar we will examine the building blocks of world politics, the sources of international conflict and cooperation, and the globalization of material and social relations.
Credit 3 units. UColl: OLI

U85 IA 5772 State Failure, State Success and Development

This course takes an interdisciplinary approach to examining the role governments play in development and economic outcomes. We will look at some of the competing arguments about governments in failed and successful states and compare those arguments to the empirical world, or data. In so doing we will recognize that how governments affect development and economic outcomes in society is neither straightforward nor consistent with any of the ideological screeds that often dominate public discourse.
Credit 3 units. UColl: IAI

U85 IA 5783 Israeli Politics

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Same as L32 Pol Sci 3781
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS UColl: IAA

U85 IA 5784 Global Leadership

This course will study leadership issues in various global and multicultural settings. We will focus on developing an understanding of global leadership skills and the means of fostering such skills. Attention will be paid to practices that advance ethical awareness, diversity, and effective conflict management. We will discuss exemplary leaders such as Bill Clinton, Bill Gates, and Nelson Mandela. The course will feature an in-depth coverage of relevant theories and research on leadership in global and multicultural organizations. We will discuss team leadership and team collaboration skills within a culturally diverse world, as well as current events relating to global leadership.
Credit 3 units. UColl: IAI

U85 IA 5820 Ukraine in Turmoil

This course will examine recent events in Ukraine and their underlying long-term causes. We will consider the riots of February of 2014 and how the subsequent overthrow of the scandal-ridden Yanukovich government became a bloody civil war in Eastern Ukraine. The class will study the geopolitical Ukraine in the Eurasian land mass, and the tension it has generated between the Russian Federation, the United States, and western Europe.
Credit 3 units. UColl: IAA

U85 IA 5825 Cold War 2.0 and the Balkans

This course examines the prospects of emerging Cold War tensions between the United States and the Russian Federation with the Balkans serving as the central focus of such tensions. We will examine these tensions within the broader context of power projection and energy initiatives that drive international relations in the region. Topics include: grand strategy, arc of instability, competing pipeline corridors, ethnic and confessional
strife, non-state actors operating in Macedonia, Serbia, Kosovo, and Bulgaria.
Credit 3 units.

U85 IA 5861 Virtual Money Makes the World Go Round: Paypal, Bitcoin, and the Global Politics of De-Monetization
Markets are shifting from paper to virtual currencies, but are the benefits experienced evenly around the world? This course will examine the transformation to cryptocurrencies like Bitcoin and mobile payment systems like Paypal. It will ask how state governments and policy-makers are responding and the impact for communities of the poor, ethnic minorities, and women in the global south. Can mobile money circumvent broadscale governmental corruption, or does it solidify the power of elites? Are farmers in Kenya able to use their phones to get better prices for their harvests, or do mobile payment apps submerge them in debt to financial institutions? Why does the de-monetization program in India, which removed lower currency paper bills from circulation, rob rural women of their life savings? Who are the hidden workers of these new industries, like villagers in outsourcing centers who process financial data for the global north? What is the impact on the environment, as Bitcoin servers around the world collectively consume as much energy as the country of Denmark? What does it mean that widespread cryptocurrencies are operating completely outside state regulations and oversight? We'll bring in financial and international development experts, as well as explore local debates in St. Louis, like the role of our tech hub in designing mobile payment apps, and the activist campaigns against payday lenders.
Credit 3 units.

U85 IA 5881 Israel and the Middle East
Places Israeli political issues and events within the context of existing political theories. Discusses the politics and ideology of pre-state Israel and the foundation of the state. The creation of modern Israel political institutions, elections, and government coalitions. Also, Israeli foreign policy and international involvement. This is a fully online course. Only University College students may receive credit for online courses.
Credit 3 units.

U85 IA 5888 International Affairs Through Film
This seminar explores key topics in international affairs — nuclear policy and brinkmanship, the Vietnam War and its legacy, genocide, the failed-state syndrome, among others — through the analysis of a series of films that dramatize major events and epochs in our recent history. The “primary texts” will be films such as Dr. Strangelove, Z, Hotel Rwanda, and The Fog of War. They will be supplemented by related readings.
Credit 3 units. UColl: IAI

U85 IA 589 Topics in International Political Economy
This course is intended to provide a broad exploration of multiple topics in the field of international political economy. We will draw from the literature in international relations, comparative politics, and economics to develop an understanding of international politics. We will address the following topics: 1) politics of international trade, 2) exchange policies and central banking, 3) foreign aid and development, 4) financial crisis, 5) international institutions, and 6) migration.
Credit 3 units. UColl: IAI

Master of Liberal Arts
We live today in a rich and varied culture. Every moral, social, political, and cultural question we face demands the broadest consideration we can give it, drawing from the multiplicity of methods and perspectives nurtured and cultivated in the many disciplines of a great university.

The Master of Liberal Arts (MLA) program fosters intellectual breadth through courses that address a broad range of cultural issues from different academic perspectives. Students may explore questions of identity through art, literature and religion. They may analyze the politics of race in fiction, historical documents, the visual arts, and music. They may debate ethical choices presented by fiction writers, jurists, philosophers and scientists from Antiquity through the present. MLA seminars examine literary, artistic, and cinematic masterpieces; historic moments of discovery and change; traditions of thought; cultural differences; and civic responsibilities.

MLA students sharpen their thinking about contemporary values and choices through courses that ask them to reflect on the
individual’s relation to society; technology and the spread of ideas; challenges to freedom; inspiration and creativity.

Students pursue course work and independent research with Washington University scholars from a number of academic disciplines, including architecture, art, film, history, literature, music, philosophy, religion and science.

The program provides four optional concentrations in which students may focus a portion of their work: Literary and Historical Studies; Philosophy, Religion, and Ethical Studies; Visual Culture, Arts, and Media Studies; and Science, Technology, and Culture.

The MLA program emphasizes critical thinking and inquiry, close reading, intensive writing, and problem solving, all hallmarks of a liberal arts education and essential skills for a range of professional contexts.

Contact: Stephanie Kirk  
Phone: 314-935-5175  
Email: skirk@wustl.edu  
Website: http://ucollege.wustl.edu/programs/graduate/masters-liberal-arts

Degree Requirements
Master of Liberal Arts

The program offers interdisciplinary courses, planned and taught by full-time Washington University faculty, that engage a variety of subjects, including literary and historical studies; philosophy, religion, and ethical studies; visual culture, arts, and media studies; and science, technology, and contemporary culture.

Most core seminars are held one evening a week during the fall and spring semesters and twice a week during the summer term. Some students take all 30 hours of the degree in the seminars that are designed specifically for the MLA program; others augment a particular interest by taking related courses drawn from different departments. At the end of the program, every student does an independent project mentored by a faculty member.

Courses


U98 MLA 354 Abnormal Psychology: The Major Mental Disorders  
This is an introductory course in psychopathology or the scientific study of mental health disorders. The course will include definitions, theories, and classification of abnormal behavior. Content will focus on symptoms, classification, prevalence, etiology and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use, and personality disorders. Prerequisite: Psych 100B.  
Same as L33 Psych 354  
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

U98 MLA 445 Seminar: Reality Theater  
Rotating upper-level seminar. Senior seminar normally offered each semester and meant to satisfy the 400-level requirement for the drama major.  
Same as L15 Drama 445  
Credit 3 units. A&S IQ: HUM EN: H

U98 MLA 4471 Archeology of the St. Louis Region  
This course introduces students to archaeology of the St. Louis region and explores the cultures of its early inhabitants, from 12,000 years ago through the 19th century. We study a number of very important archaeological sites in the region, including Mastodon State Park, where artifacts of human manufacture were found in direct association with extinct mastodons dating to about 12,000 years ago, and Cahokia Mounds State Historic Site (a World Heritage Site) in Illinois, dating to the Mississippian period AD 1050-1350. We also examine methods and theories used by archaeologists to understand archaeological remains.  
Same as U69 Anthro 3471  
Credit 3 units.

U98 MLA 4625 Venice  
A seminar focusing on the art of Venice, in particular on Bellini, Giorgione, and Titian. Special attention to the international reputations of these three artists and to problems of patronage, connoisseurship, and interpretation. Prerequisite: Art-Arch 361 or 362, or permission of the instructor.  
Same as L01 Art-Arch 4625  
Credit 3 units. A&S IQ: HUM Art: AH EN: H

U98 MLA 472 Social Theory and Anthropology  
A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber, and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins, and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: previous anthropology course work or permission of instructor.  
Same as L48 Anthro 472  
Credit 3 units. A&S IQ: SSC, SC, SD Art: SSC EN: S

U98 MLA 4941 Milton  
Major poems and prose works in relation to literary and intellectual currents of the 17th century. Prerequisite: Consult Course Listings.  
Credit 3 units.

U98 MLA 500 Independent Study  
An independent research project under the supervision of a member of the faculty of the MLA program. Approved proposal must be presented at the time of registration. Open only to students admitted to the MLA program. For more information, contact the assistant dean for Graduate Programs at 314-935-6700.  
Credit variable, maximum 3 units.
U98 MLA 5002 Sounding Tudor Music
We will enter 16th-century English soundscapes, from the soaring brilliance surrounding Henry VIII (Taverner), to the determinedly earthbound tones of Edward VI’s Chapel Royal, to the judicious mix of music, religion, and politics marking the beat of Elizabeth I’s court (Tallis and Byrd). Exploring the wedding of notes to words, the class will study Byrd, who keeps an Englishman’s head; Morley and Weelkes, who yield to Italian fashions; and Dowland, who charts a musical path that mingles British identity with a well-traveled sense of innovative international styles. We will look to (and try out) royal dance in order to experience, both rhythmically and politically, the cadences of court life. All “musically untutored” are welcome. Credit 3 units.

U98 MLA 5012 Family and Community Ties
This course examines documentary and imaginary accounts of family and community, to consider how individuals shape their support systems in a changing society. We will explore how ideas about family and community differ according to economic, racial, ethnic, educational, and personal experience. Materials include memoirs such as Jesmyn Ward, The Men We Reaped, and Alexandra Styron, All the Finest Girls; testimonials from the StoryCorps project, Ties That Bind; fictive journalism in Paula Hawkins, The Girl on the Train and in Gabriel Garcia Marquez, Chronicle of a Death Foretold; Lauren Acampora’s stories, The Wonder Garden; the novels, Matt Johnson, Loving Day, selections from Jonathan Franzen, The Corrections, and Carolyn Chute, Treat Us Like Dogs and We Will Become Wolves. Credit 3 units.

U98 MLA 502 Directed Research
An independent research project under the supervision of a member of the faculty of the MLA program. Approved proposal must be presented at the time of registration. Required for the Master of Liberal Arts. Open only to students admitted to the MLA program. For more information, contact the assistant dean for Graduate Programs at 314-935-6700. Credit 3 units.

U98 MLA 503 Master’s Thesis
An independent research project under the supervision of a member of the faculty of the MLA program. Approved proposal must be presented at the time of registration. Open only to students admitted to the MLA program. For more information, contact the assistant dean for Graduate Programs at 314-935-6700. Prerequisite: U98 502. Credit 3 units.

U98 MLA 504 Directed Research Project - II
For students undertaking a 6-unit, two-part directed research project. Requires permission from dean in University College, department coordinator, and instructor. Credit 3 units.

U98 MLA 505 Darwin, Marx, and Wagner
This seminar studies three works completed in 1859 that profoundly influenced all western thought to the present day: Karl Marx’s Treatise on Political Economy, Charles Darwin’s On the Origin of Species Natural Selection, and Richard Wagner’s Tristan and Isolde. We will explore how these three works share remarkable and intriguing parallels: an inherent belief in evolution; materialism permeated with romanticism; faith in progress; and a similar (“dialectical”) approach to understanding the dynamics of change and the application of change in all aspects of the natural and social world. These three works will enable the class to consider aspects of 19th-century intellectual, economic, and sociopolitical history. No special knowledge of biology, political science, or music is required. Credit 3 units.

U98 MLA 505P Jazz, Pop, Country, Rock: Genre and Identity in American Music
Popular music powerfully defines individual and group identities in American culture. This course brings a comparative approach to four major musical genres—jazz, pop, country, rock—and traces each across the twentieth and into the twenty-first century. Artists to be considered include Louis Armstrong, Bing Crosby, Dolly Parton, and Bruce Springsteen, among many others. We will listen closely, historically, and analytically to both music and lyrics, while considering the visual, audiovisual, commercial, critical, racial, sexual, and social dimensions of popular music in American life. Students will learn to talk and write about music; no previous music training is required. Credit 3 units.

U98 MLA 5072 Humanizing Technology
In order to explore the ways that technology had changed the way we read and write, this course examines the myriad ways that technology and the humanities interact in shaping culture and identity in contemporary society. We will study the interactions between the internet and literature, examining the ways that short stories by Jorge Luis Borges and novels like Snow Crash by Neal Stephenson have first shaped the ways that we use and think about the internet. We will investigate new approaches to writing inspired by digital technology with the Bolivian novelist Edmundo Paz Soldán’s novel Turing’s Delirium. The class will consider the development of a technological posthuman identity in society, literature, and films through an analysis of Philip K. Dick’s novel Ubik, the film The Matrix, along with the work of cultural theorists Donna Haraway (“A Cyborg Manifesto”) and Katherine Hayles (How We Became Posthuman). To examine the development of digital humanities as a discipline, students will read selections from Jerome McGann, Radiant Textualities and Schreibman, Siemens, and Unsworth, A Companion to Digital Humanities. Credit 3 units.

U98 MLA 5114 Seminar: The Middle Ages: Languages and Histories of Desire
Same as L14 E Lit 511
Credit 3 units.

U98 MLA 5115 Psychology of Personality
Review of basic theoretical orientations to the understanding of personality and complex human behavior. Overview of related techniques, procedures, and findings of personality assessment and personality research. Discussion of critical issues in evaluation of personality theories. Prerequisite: Psych 100B.
Same as L33 Psych 353
Credit 3 units. A&S IQ: SSC Arch; SSC Art; SSC BU: BA EN: S
U98 MLA 5117 Popular Culture in Latin America
This course examines popular culture in Latin America both as it thrives today and as it has developed historically since the 1800s, when countries achieved their independence. We will study different forms of cultural practice, analyzing how they become "popular" and how they involve connections between artistic expression, politics, economics, ethnicity, and race. The class will consider differences between "high culture" and popular culture; folklore traditions; the impact of modernization and the dream of "being modern"; the role of the media; and the growth of globalized popular culture. Our cultural geography will survey the gauchos (cowboys) of Argentina and Uruguay; national dances such as salsa and reggaeton in the Caribbean; forms of cultural resistance to military rule in Chile; and the pervasive economic, political, and emotional power of soccer (fútbol). Students will examine the best-selling novel The Gaucho Juan Moreira and the engaging political essay "The Open Veins of Latin America," stories of urban life, as well as contemporary texts that explore the rise of populism (elites vs. others), dictatorship and social revolution, and the immigrant experience. We will also consider examples of music; films including The Secret in Their Eyes and Papers in the Wind; and a pair of riveting television series (telenovelas) from Mexico and Argentina.
Credit 3 units.

U98 MLA 5120 Breath on the Mirror: Ancient Maya Religion
Contemporary scholars of Maya religion are gradually coming to appreciate the grand myth cycles, cosmogonic visions, and understandings of the Maya divine beings, due in large part to the increasingly productive decipherment of ancient texts and imagery. This course will consider what we know and how we document our current interpretations of ancient Maya religion. Topics include the Maya's famous calendar systems mathematics, astronomy, including Maya archaeoastronomy and time keeping. We will analyze the complexity and dynamism of Maya understandings of the supernatural. The class will examine enduring ideas and stories at the core of the Maya religion, as told in the Popol Vuh, the Quiche’ Book of Counsel. We will also study recent field research and discoveries, exploring links between classic Maya religion and the religion of the great highland Mexican society of Teotihuacan in the Valley of Mexico. The professor will share information about his ongoing field research project in northwestern Peten at the site of El Peru-Waka, the capital of a kingdom and seat of a royal dynasty established in the Preclassic period that endured more than 500 years and boasted more than 26 successors to the throne.
Credit 3 units.

U98 MLA 5150 Hollywood on Hollywood
Same as U98 AMCS 5151
Credit 3 units. UColt: ACF

U98 MLA 5173 The Origins of Political Thought in Classical Antiquity
In order to understand the origins and development of politics and political ideas in Greco-Roman antiquity, we examine several of the most influential imaginative and philosophical texts of this period, including selections from the works of Homer, Thucydides, Sophocles, Plato, Cicero, Virgil, and Augustine. What is the nature of politics altogether and in its historically distinctive expressions in the ancient Mediterranean? What is the relationship between political ideas and the development of democratic, republican, and monarchic constitutions? What is an understanding of ancient politics significant for citizens of modern democratic nation-states? To answer such questions, we concentrate on ancient ideas about virtue and vice, political education, citizenship, and the distribution of power and wealth.
Credit 3 units.

U98 MLA 5200 Visions and Re-Visions: 19th-Century Arts and Society
In this multidisciplinary course we will examine how 19th-century literature, painting, and music reflected, as well as affected, contemporary Western life, both in Europe and the United States. We will consider how different writers and artists attempt first to represent and then to modify, either directly or indirectly, several important sociopolitical and economic situations of their time, such as the institution of marriage; increased urbanization and industrialization; and the spread of nationalism. Included among the literary works to be studied are Romantic, Transcendentalist, and utopian texts by Balzac (Père Goriot), Sand (The Country Waif), Thoreau (Walden), Hugo (Last Day of a Condemned Man), Baudelaire ("The Painter of Modern Life"), and Robert Owen (A New View of Society). In the field of art history we will analyze the social impact of paintings from the Realist and Barbizon schools. In the areas of theater and opera we will study works by Ibsen (A Doll’s House), Maeterlinck (Pelleas and Melisande), and Wagner (Opera and Drama and examples of his Ring Cycle).
Credit 3 units.

U98 MLA 5203 America: Through a Glass Darkly
This course studies depictions of America by non-Americans. We will examine the social, political, and economic aspects of their accounts and their influence on America’s beliefs, policies, and international reputation. The class will consider fundamental values as well as ethnic and gender-based differences. Comparing historical periods from both western and eastern perspectives, students will read texts written during the past three centuries from England, France, Germany, Cuba, and China. For the colonial/Revolutionary War period, we will study Charlevoix, History & Description of New France and Crévecoeur, "Letters from an American Farmer." Nineteenth-century readings include Tocqueville, Democracy in America; Frances Trollope, Views of Society and Manners in America; Dickens, American Notes; Francis Lieber, The Stranger in America; and newspaper articles by José Martí. Our discussions of the 20th century will focus on Kafka, Amerika; Francis Hsu, Americans and Chinese; Beauvoir, America: Day to Day; and Baudrillard, America.
Credit 3 units.

U98 MLA 5204 Patterns of Thought
Exploring how patterns shape our understanding, this seminar will focus on recurring motifs in literature and art. Our study of patterns will refer to thematic elements as well as to repeated figures, structures, and designs. We will examine the function of mirrors in paintings by van Eyck, Velasquez, and works of the Italian Renaissance, as well as the "mirror function" of paintings within paintings in works by Dutch Golden Age painters Vermeer and his contemporaries. We will also study the importance of mirroring in short stories by Borges and novels about novel writing ("metafiction"), including Krauss, History of Love; Auster, The City of Glass; and Knausgard’s autobiographical novel My Struggle. The class will analyze
the distinctive narrative structures of Lafayette, *The Princesse de Clèves* and Joyce, *Portrait of the Artist as a Young Man*, novels in which art figures prominently. We will contrast these works with Flaubert’s *Madame Bovary*, where art is eclipsed by consumerism, and Nolan’s film *Memento*, which plays with chronological sequencing. We will further consider the patterns of urban landscapes evident in Abellardo Morell’s camera obscura images of world capitals and Andreas Gursky’s crowds and large-scale images, contrasting these contemporary works of photography with breaks in associative patterns in the surrealist paintings of Magritte.

Credit 3 units.

**U98 MLA 5217 Paint it Black: Understanding American Film Noir**

A product of highly diverse influences and traditions, film noir is known for its stylized visual aesthetic, cracking dialogue, moral ambivalence, and existential paranoia. Its style and language continue to inform filmmakers in Hollywood and worldwide. This seminar positions the aesthetic shapes and traumatic narratives of film noir within the context of American culture and film history during the war and post-war years. As importantly, it explores film noir as a test case in order to probe notions of film history, genre, and authorship, of cultural and intermedial transfer and the popular. Required screenings will take place during the second half of each week’s class. Films will likely include many of the following: *The Maltese Falcon*, *Phantom Lady*, *Double Indemnity*, *Laura*, *Gun Crazy*, *Somewhere in the Night*, *The Glass Key*, *The Blue Gardenia*, and *Chinatown*. Prerequisite: Consult Course Listings.

Credit 3 units. UColl: ACF

**U98 MLA 5254 The American Dream: Myth and Reality**

This course will examine the origins and history of "The American Dream." What do we mean when we use this term? How does it resonate and influence our politics, advertising, and especially the arts? We will discuss the experience of migration and assimilation, how foreigners with different cultural backgrounds enter American society. Beginning with the implications of America’s image as a “brave new world” in European thought and philosophy (including Shakespeare’s *The Tempest*), and the prescient view of our culture by de Tocqueville and others, we will examine how the dream of success and wealth has been depicted and employed in theater, fiction, cinema, and the visual arts. Texts include: Fitzgerald's *The Great Gatsby*, Williams’s *The Glass Menagerie*, Miller’s *Death of a Salesman*, West’s *Day of the Locust*, Lorraine Hansberry’s *A RAisin in the Sun*, Albee’s "The Zoo Story" and "The American Dream," and John Guare’s *The House of Blue Leaves*. We will consider modern painters whose work offers a commentary on the dream, such as Edward Hopper and Andy Warhol. We will also study cinematic innovators from Charlie Chaplin to Orson Welles and Francis Ford Coppola who have used "The American Dream" as significant elements in their work.

Credit 3 units.

**U98 MLA 5290 Exploring Medieval Literature**

This course will read widely in medieval literature, from Britain and Western Europe. We will investigate how authors depict battle (*Beowulf, The Song of Roland*), love (troubadour poetry and romance), travel, and quest (*Mandeville’s Travels, The Book of Margery Kempe*). In addition, we shall study work by some of the most important writers in the emerging vernacular literatures of medieval Europe: Marie de France, Jean de Meun (*The Romance of the Rose*), Dante, Boccaccio, Machaut, Chaucer, and the anonymous poet of *Sir Gawain and the Green Knight*. Texts will be studied in translation, sometimes in full and sometimes in extract, and will be placed in their historical and cultural contexts.

Credit 3 units.

**U98 MLA 5300 Modernism**

This course will explore modernism’s search for new ways to narrate experience in a radically changed world. Traveling across time and space, from East to West, and into modern cities and uncharted locations, we will explore how writers and filmmakers in the 20th and 21st centuries experiment with innovative forms of artistic expression in response to the growing influence of foreign cultures; technological changes and developments in science; the globalization of world markets; and issues of identity, gender, race, and ethnicity. The class will analyze modernism as a rejection of social and political norms, a crisis of identities, and the fragmentation of life. Works to include Franz Kafka, *The Metamorphosis*; James Joyce, *Dubliners*; Joseph Conrad, *Heart of Darkness*; Amos Tutuola, *My Life in the Bush of Ghosts*; Italo Calvino, *If on a Winter’s Night a Traveler*; Jorge Luis Borges, *Fictions*; Alejo Carpentier, *The Kingdom of This World*; Salman Rushdie, *East, West: Stories*; and Don DeLillo, *The Body Artist*, as well as films by Christopher Nolan (*Memento*); Akira Kurosawa (*Rashomon*), and Michelangelo Antonioni (*Blow-Up)*.

Credit 3 units.

**U98 MLA 5301 Against the Grain: Transgression and Controversy in Modern Art**

We examine the public controversies that surround the development of modern art over the last 150 years, to probe the question of the social functions of transgressive art. After reviewing key theories of the avant-garde, we analyze both the persona of the modern artist (Van Gogh, Picasso, Pollock) and the place of women artists in the revolutions of modernism (Bonheur, Cassatt, Kahlo). We next consider modernism’s testing of limits in asking what is (and is not) art (Duchamp and Brancusi). We study the most controversial exhibitions (from the First Impressionist Exhibition of 1874 to the Nazi Degenerate Art shows), and the challenges raised by modern artists’ treatment of the body and of politics. We end with debates waged over public art in St. Louis, and with recent controversies over public funding of contemporary art. No prior knowledge of art history required.

Credit 3 units.

**U98 MLA 5310 Mind-Brain and the Arts**

This course considers ways that recent research in cognitive science might shed light on four traditional topics in the philosophy of the arts. Each topic will focus on a certain type of art (although not exclusively) and on one or more mental faculties: How do pictures represent? How do we understand stories and what roles do they play in the life of the mind? What do we like in the arts and why, according to psychological theories based on brain research? What is style in the arts and can there be a scientific explanation of its history? A parallel concern is with how distinctive features of the arts might shed special light on the nature of the mind. Readings will include essays by prominent art historians, philosophers, psychologists, and scientists.

Credit 3 units.
Elegance of the Hedgehog

contemporary portraits of Paris and New York in Barbery's The Credit 3 units.

DLA students, including those who have taken Paris and New York offer a contemporary take of these cities. Open to all MLA and citizenship. Readings will address the study of the urban history discussion about the meanings of urban memory, culture, and include comparisons of Florence with other urban centers and experiences and conceptions of a city. This investigation will look beyond the tourist image of Florence that we have inherited from the late 19th century, we will examine what defines our Madison Bovary from the late 19th century, we will examine what defines our reshape by human action and social imagination. In order to revise Leonardo da Vinci in Amboise. The class will examine the 17th-century court of Versailles as it casts a shadow over Paris, and we will compare the art of the French monarchy during this period with that of Vermeer and his contemporaries in Delft and Amsterdam. We will analyze views of Paris and London the 18th century that show new architectural features included home decor and we will contrast paintings of Boucher, Fragonard, and Watteau in France with those of Hogarth and Gainsborough in England. The class will consider desire in the 19th century as it radiates both through Paris in Flaubert's Madame Bovary and Vienna in Freud's Dora. We will consider contemporary portraits of Paris and New York in Barbery's The Elegance of the Hedgehog and Foer's Extremely Loud and Incredibly Close. The animated film The Tripkets of Belleville will offer a contemporary take of these cities. Open to all MLA and DLA students, including those who have taken Paris and New York. Credit 3 units.

U98 MLA 5353 Cultural Geography: Mapping Paris This course explores how, over centuries and across national borders, Paris remains central to our sense of Western culture. Our focus on Paris will extend from the 16th century through the present via pairings that join the French capital with other European cities. We will study King Francis I's expansion of the Louvre in Paris in conjunction with the proliferation of castles in the Loire Valley, the court's patronage of Italian artists, and the arrival of Leonardo da Vinci in Amboise. The class will examine the 17th-century court of Versailles as it casts a shadow over Paris, and we will compare the art of the French monarchy during this period with that of Vermeer and his contemporaries in Delft and Amsterdam. We will analyze views of Paris and London the 18th century that show new architectural features and include comparisons of Florence with other urban centers and experiences and conceptions of a city. This investigation will look beyond the tourist image of Florence that we have inherited from the late 19th century, we will examine what defines our reshape by human action and social imagination. In order to revise Leonardo da Vinci in Amboise. The class will examine the 17th-century court of Versailles as it casts a shadow over Paris, and we will compare the art of the French monarchy during this period with that of Vermeer and his contemporaries in Delft and Amsterdam. We will analyze views of Paris and London the 18th century that show new architectural features included home decor and we will contrast paintings of Boucher, Fragonard, and Watteau in France with those of Hogarth and Gainsborough in England. The class will consider desire in the 19th century as it radiates both through Paris in Flaubert's Madame Bovary and Vienna in Freud's Dora. We will consider contemporary portraits of Paris and New York in Barbery's The Elegance of the Hedgehog and Foer's Extremely Loud and Incredibly Close. The animated film The Tripkets of Belleville will offer a contemporary take of these cities. Open to all MLA and DLA students, including those who have taken Paris and New York. Credit 3 units.

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U98 MLA 5416 Urbis & Civitas: Florence Beyond the Tourist's Gaze This course explores the urban history of Florence, Italy, from its origins as a small Roman town at the edge of an Etruscan settlement to its contemporary position as the industrial, commercial, and cultural center of a sprawling metropolitan area along the Arno river valley. We will study Florence's long history as it comprises periods of rapid development, symbolic and intellectual pre-eminence, and political influence, on the one hand, and economic stagnation, internal conflicts, depopulation, and subjection to external control, on the other. Our focus on both the urbis (the built environment, the physical realm) and the civitas (the social constituency, the civic sphere) will reveal Florence to be a complex artifact that is constantly shaped and reshaped by human action and social imagination. In order to look beyond the tourist image of Florence that we have inherited from the late 19th century, we will examine what defines our experiences and conceptions of a city. This investigation will include comparisons of Florence with other urban centers and discussion about the meanings of urban memory, culture, and citizenship. Readings will address the study of the urban history of Florence as well as urbanization, urbanism, and the public sphere, including works such as An Outline of Urban History by Silvano Fei, Grazia Gobbi Sica, and Paolo Sica; A Brief History of Florence by Franco Cardini; and Florence: Architecture, City, and Landscape edited by Marco Barodeschi. Credit 3 units.

U98 MLA 5420 History of American Architecture This course examines the ideological, political, economic and social determinants that have shaped the look of American architecture. Throughout readings that will include a survey text in addition to topical works covering the social history of housing, the vernacular architecture of Las Vegas and the rise (and fall, and rise) of Frank Lloyd Wright, students will learn the definitive characteristics of American architecture. A central point of study will be examining contradictory tendencies in the American practice of architecture: the embrace of exceptionalism through modern forms and styles representing a new national identity, occurring alongside the emulation of classical and European precedents to legitimate a new nation's buildings. The readings will illuminate how the characteristics of American architecture reveal the social, economic and political structures of its production. Ultimately, students will be able to read an American building to discern evidence of national identity, individual political agency, the evolution of gender roles, the assertion of disciplinary and economic power, and the evolution of the American artistic sensibility. This course will count toward a major in American Culture Studies for day students. This course fulfills the Humanities distribution requirement for the AMCS MA program. It also counts toward the MD and some concentration area requirements for the AMCS major and minor. Same as U89 AMCS 420 Credit 3 units. UColl: ACF, ACH

U98 MLA 5430 Imagining Germany in the Long Nineteenth Century Between the start of the French Revolution (1789) and the outbreak of the First World War (1914), Germany was transformed from a patchwork of over 300 sovereign territories into a unified nation-state with immense political and economic power. This course examines the crucial role played by literature and the arts in creating a sense of a German national community during this period. Our materials will include national anthems, fairy tales, painting, public monumental art, opera, essays, propaganda, and popular culture, and we will investigate these materials with an eye toward the different and sometimes opposing visions of the nation and national character to which they give expression. Within this broader context, we will address the perceived contribution of men, women, and the family to the project of nation building; the role of language, architecture reveal the social, economic and political structures of its production. Ultimately, students will be able to read an American building to discern evidence of national identity, individual political agency, the evolution of gender roles, the assertion of disciplinary and economic power, and the evolution of the American artistic sensibility. This course will count toward a major in American Culture Studies for day students. This course fulfills the Humanities distribution requirement for the AMCS MA program. It also counts toward the MD and some concentration area requirements for the AMCS major and minor. Same as U89 AMCS 420 Credit 3 units. UColl: ACF, ACH

U98 MLA 5450 Global Cinema: A Love Story Focusing on the ubiquity of love stories in cinema, this seminar will explore connections between romance, anxieties, and aspirations in contemporary society. Studying celebrated
films from the United States (When Harry Met Sally, Eternal Sunshine of the Spotless Mind), Latin America (Love in the Time of Hysteria), Europe (Amélie, Café au Lait), South Asia (The Lunchbox), and East Asia (2046, Happy Together), among others, we will consider how love functions as a symptom of what ails society. The class will examine not only personal relationships but also social structures, economic systems, and political conflicts. Topics will cover issues of class, gender, and race; the construction of economic identities; and the structures and aesthetics of film. Students will be required to watch two films per week as well as to complete selected short readings. Credit 3 units.

U98 MLA 5454 Medicine and Morality in Global Perspective
What does it mean to be sick? What does it mean to be a patient, or a healer? Is it possible to imagine a universal morality in which our understanding of medical ethics is shared among peoples worldwide? What are some of the ethical dilemmas associated with genetic testing, organ transplants, and global disparities in health? Framed by these questions, our class will examine how culture shapes our concepts of disease and our expectations for treatment. Similarly, we will consider how social class, race, and ethnicity influence both access to health care worldwide. Our readings will focus on medical history and the evolution of diagnosis and treatment of disease; health disparities; the varying relations of patients and healers in different cultures; African health crises; public health controversies; folk illness in Latin America; medical technologies and ethical conflicts; and other issues of medical anthropology pertaining to the prevention and treatment of illness and the healing process around the globe. We will also discuss three documentaries: Frontline: Sickness Around the World; Donka: X-Ray of an African Hospital (Doctors Without Borders); and Dan Rather Reports: Kidney Pirates (with anthropologist Nancy Schepers-Hughes). Credit 3 units.

U98 MLA 5478 American Folklore in Context
For the last several election cycles, candidates and supporters from across the political spectrum have invoked "the real American." But what does it mean to be authentically American? A simple answer might be that they are "us." A more complex one requires that we dive into American folklore. The scholarly field of Folklore may be defined loosely as exploring what we say, what we do, and what we believe. Following this schema, this course will Probe the question of what it means to be "American folk" by examining how folklore informs and shapes the world around us and our everyday lives. More particularly, we ask how race and ethnicity, class and gender are encoded and contested through folk expression. Beginning with the question "who are the folk," we will look at classic and contemporary texts in folklore studies to explore how our food, our stories, our daily rituals, and our music, to name a few, interweave to create a complex, multilayered, and uniquely American folk. Readings pair specific genres with different theoretical approaches and include our jokes, urban legends, folktales, foodways, music, and material culture. Crucially, we seek to trouble popular notions of folklore as "antiquities" to question how the lens of Folklore studies may reveal how American culture not only consists of folklore but is constructed by it as folk forms are deployed in contemporary contexts, from Slenderman to Snopes to modern slave auctions. The course will entail several small collection projects to give students an understanding of the work a folklorist does in the field and how folklore is coproduced within a community, and a longer research project. This course satisfies the Humanities requirement for the master's program in American Culture Studies. Same as U89 AMCS 478A
Credit 3 units. UColl: ACH

U98 MLA 5497 Shakespeare and His Contemporaries
Though we often read Shakespeare in isolation, he developed his art in the vibrant theatrical culture of late 16th- and early 17th-century London, whose audiences discovered his distinctive qualities in comparison with other playwrights. In this course, we will read plays both by Shakespeare and by some of his most interesting contemporaries — including Kydd, Marlowe, Jonson, Webster, Beaumont, and Fletcher — and consider why some plays are "of an age" and others "for all time." This course will count toward the major in English literature for day students. Same as U65 ELI 497
Credit 3 units. UColl: ENE

U98 MLA 5500 An Island with a View: Reimagining Cuba through Literature, Art, and Film
This seminar focuses on large-scale acts of violence such as war, torture, and genocide as they are expressed through "ordinary" acts of cruelty that degrade, isolate, exploit, and terrorize individuals. The class will analyze individual instances of envy, greed, anger, and brutality in novels depicting the early modern through the present, including Dunant, Birth of Venus; Racine, Phèdre; Lacslos, Dangerous Liaisons; Zola, Thérèse Raquin; Faulkner, Sound and the Fury; Schlimg, The Reader; Coetzee, Disgrace; and Barnes, Sense of an Ending, as well as examples of contemporary cinema by Kassovitz (Hate) and Hanek (The White Ribbon). Our goal is to consider the causes and effects of violence in order to appreciate aesthetic and ethical responses that combat the destructive effects of cruelty. Students enrolled in the DLA program should register for U98 S81.
Credit 3 units.

U98 MLA 5544 Paris and New York
Cultural icons, Paris and New York represent brilliant successes in art, theater, film, and urban design. We will study how the French and Americans define themselves through their premiere cities, notably in the works of leading writers, artists, and architects. The themes of innovation and tradition, order and disorder, integration and isolation as represented by Emile Zola, Marcel Proust, Baron G.-E. Haussmann, Edouard Vuillard, Henri Cartier-Bresson, Alfred Stieglitz, Henry James, Jackson Pollock, Adam Gopnik, Woody Allen, and others will guide our examination of the powerful hold Paris and New York have on our imagination. We will study history as reflected in public spaces (monuments, museums, and the streets themselves), exploring how each city functions as a locus of collective memory even as it fashions the future.
Credit 3 units.
fiction, poetry, drama, and personal writings — will serve as guides to key historical epochs: the aristocratic culture of the Heian era (Tale of Genji), the warrior society of the medieval era (Tale of the Heike), and the insular Tokugawa period (Basho's haiku). Novels by Soseki, Tanizaki, Mishima, and Oe will expose the complexities of modern Japan. Students will gain an appreciation of Japan's unique heritage, social complexity, and place in East Asia and the world today.
Credit 3 units. UColl: NW

U98 MLA 567 Translating Worlds
This course studies different forms of cultural translation, that is, the communication of knowledge, behavior, and language from one culture to another. We will examine how an author reworks earlier and foreign traditions, adapting ideas and practices for which there may be no direct equivalent in the author's own culture. In the new cultural setting, do the roles of men and women shift? Do questions of ethnicity, class, religion, and sexuality become more pronounced, or do they fade away? These questions will frame our study of historic cultural encounters, colonialism, exile, and other processes that shape modernity. Students will explore two dramatic points of cultural intersection: Tolkien's modern reworking of Sir Orfeo, a medieval version of the classical myth of the musician Orpheus and his wife Eurydice; and Goethe's Italian Journey, the journal of the German writer's experiences with the people, art, and history that he encountered during his travels. We will see how diaspora and migration shape perceptions in works by Alejo Carpentier (The Kingdom of this World), Salman Rushdie (East/ West), and Jhumpa Lahiri (Interpreter of Maladies). The class will also learn how different scholarly and artistic fields address the concept of cultural translation, including cultural anthropology (James Clifford), film adaptation (Louis Malle's Vanya on 42nd Street, inspired by Chekhov's play), and colonial history (Vincente Rafael). In addition, we will discuss how digital technology affects cultural translation today (Google Translate, and projects using geographic information system [GIS] technology). Students will consider challenges facing the humanities and the sciences as these technologies advance. Will it be possible to make all knowledge, and all culturally-specific information, universally accessible? No foreign language experience required. Credit 3 units.

U98 MLA 569 Film, Politics, and Aesthetics in the Global South
This class studies the uses of cinema, the relationship to film and politics, as well as the history and ideologies underlying film production outside of North American, European and East Asian systems. With a particular focus on Latin America, Africa, the Middle East, and South Asia, the class will examine how filmmakers appropriate cinema to political and aesthetic agendas in countries marginalized by film producers and film critics alike. We will discuss the Brazilian Cinema Novo and global Third Cinema movements as well as the Bollywood and Hollywood industries. Students will examine works by Fernando “Pino” Solanas, Satyajit Ray, and Sembene Ousmane in the 1960s through films by contemporary directors Elia Suleiman, Abderrahmane Sissako, and Lucrecia Martel. Our study of films, manifestoes, and criticism will engage students in thinking about cinema "otherwise" through an emphasis on how Global South countries resist the hegemony of both Hollywood and the European- and Sundance-centered art cinema markets.
Credit 3 units. UColl: NW

U98 MLA 5701 The Making of the Modern Catholic Church
This course will look at three church councils that put their stamp on the Catholic Church at key moments in its history, making what it is today. The first section will be dedicated to the Fourth Lateran Council (1215), which defined the high medieval church as an all-encompassing papal monarchy with broad powers over the lives of all Europeans Christian and non-Christian alike. In the second section, we will turn our attention to the Council of Trent (1545-1563), which responded to the threat posed by the Protestant Reformation by reforming the Catholic Church, improving clerical education, tightening ecclesiastical discipline, and defining and defending Catholic doctrine. We will conclude with a consideration of the largest church council ever, Vatican II (1962-1965), which reformed the liturgy and redefined the church to meet the challenges of the modern, multicultural, postcolonial world.
Credit 3 units.

U98 MLA 572 Genre Cinema: The Art of Variation
This seminar explores the role of genre as a powerful means of mainstream cinema to tell compelling stories and structure the viewer's identification. Even though genres such as the melodrama, the western, the romantic comedy, the musical, the science fiction film, the horror film, or the thriller are often seen as quite predictable staples of dominant filmmaking, they also inspire and allow for considerable formal experimentation and thematic departure. This seminar examines the logic of some of the most important genres of Hollywood filmmaking while at the same time emphasizing the creative possibilities of working with certain genre expectations. We discuss such classic representatives of certain genres as Imitation of Life, Stagecoach, His Girl Friday, The Day the Earth Stood Still, 42nd Street, and North By Northwest, and then juxtapose these paradigmatic examples with more contemporary films reworking or pushing the limits of the classical genre system such as Far from Heaven, Lone Star, Blade Runner, Dancer in the Dark, and Breathless.
Credit 3 units.

U98 MLA 581 DLA Interdisciplinary Proseminar
This gateway course to the DLA program provides training in analytic thinking and writing through critical examination, discussion, research, and progressive writing on interdisciplinary topics such as historical narrative, text and image, the life of the mind, the creative impulse, the good life, and other major themes that have guided scholarly investigation and research in many fields. Students will analyze works from at least four disciplines (e.g., literature, art history, film, history, philosophy, women and gender studies, religion, political science, anthropology, history of science) and write a progressive research paper, submitted and reviewed incrementally, that demonstrates comparative, analytic, and critical thinking.
Credit 3 units.

U98 MLA 592 Decoding the City
While architecture and infrastructure are worthy of study in themselves, often they signify more complex cultural meanings, mask efforts to erase or reorder the city, and conceal histories of injustice. This course presents methods for "reading" the built form of the American city to decode histories of architecture, culture, public policy and economics. City space can be read literally, but this course will unpack the symbolic meanings of urban spaces, neighborhoods, buildings and sites. Students will undertake readings that will present methods for understanding
and analyzing the city's form, before delving into a specific case study of the Mill Creek Valley. As St. Louis' largest African-American neighborhood, but almost completely erased between 1959 and 1965 using city and federal funds, the site of the neighborhood remains a potent and under-examined part of St. Louis. The course will examine the history of the neighborhood as well as related histories of federal and local urban renewal policies. African-American cultural history and historic preservation research into the neighborhood will include experiences at local archives where students will learn to attain and apply primary source documents vital to urban history including Census records, building permits, municipal ordinances and insurance maps. Additional readings will offer insights into possible methods for interpreting and commemorating places that illuminate the urban built environment's historic past. The final project in this course will entail students collaboratively working on a public interpretive project for Mill Creek Valley where they can apply both methods of decoding and curating the city. This course satisfies the Humanities and Social Science requirement for the master's program in American Culture Studies.

Same as U89 AMCS 492
Credit 3 units. UColl: ACH, ACS, HSM, HUS

U98 MLA 5931 The Baroque of Milton, Rembrandt, and Bach
In his magisterial J.S. Bach, Albert Schweitzer observes that we "classify the arts according to the material [artists] use to express the world around them." We describe tones for a musician, colors for a painter, and words for a poet. But "the material," he notes, "is secondary. [Each] is not only a painter, or only a poet, or only a musician, but all in one." In this course we will examine works by the poet Milton, the artist Rembrandt, and the musician J.S. Bach, three major figures of the Baroque era. We will examine how they conceive their role and the function of their works, as well as their treatment of both religious and secular subjects. We will also consider the rich variety of techniques that these artists employ to achieve the most complex and compelling rendering of subjects that extend from the mystery of divine justice in a dark world to the most intimate and searching self-examination. Works to include, among others, Milton's Paradise Lost and Samson Agonistes; Bach's St. Matthew Passion and Art of the Fugue; self-portraits by Rembrandt, as well as some of his Biblical paintings and etchings.
Credit 3 units.

U98 MLA 5941 Milton
This course analyzes the world of John Milton, arguably the greatest of English poets and also among the greatest of polymaths. The class will examine how, for Milton, extensive learning rhymed with magnificent poetry. Having read every significant book published up until his time in an attempt to educate himself "to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war," Milton produced an epic poem of such scope and power that "the world would not willingly let it die." We will closely read that poem, Paradise Lost, as well as his other major poems (Paradise Regained, Samson Agonistes), adding lesser poems and prose works to illuminate his development as a writer and thinker, and his relation to theological, literary, intellectual, and political currents of the 17th century.
Credit 3 units.

U98 MLA 883 Continuing Master's Research
Required for Master of Arts students with incomplete work. Must be taken as Audit only.

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Nonprofit Management

Nonprofit organizations confront the challenges and opportunities that mission-driven organizations face today in areas such as succession planning, volunteerism, resource development, and competitive funding. The Master of Arts in Nonprofit Management addresses these areas, drawing on experienced practitioners in the St. Louis area.

The graduate program in Nonprofit Management provides a range of courses addressing the major responsibilities and challenges of nonprofit and human resources management, preparing students to work effectively in the field and to enhance the management skills of those seeking a career in related fields. Administered jointly by the Graduate School and University College, the program is designed for working adults attending school on a part-time basis.

This program provides students with the skills and resources for leading mission-driven organizations as productive examples of social entrepreneurship. Grounded in the historical context of nonprofit management and philanthropy, students acquire skills in all operational areas of nonprofit management, including financial management, law, grant writing, volunteer management, resource development, research and statistical analysis, and marketing communications. At the strategic level, the program teaches leadership, organization development, strategic planning, marketing communications, and the skills of social entrepreneurship.

Contact: Amy Buehler
Email: abuehler@wustl.edu
Website: http://ucollege.wustl.edu/programs/graduate/masters-nonprofit-management

Degree Requirements

Master of Arts in Nonprofit Management

The Master of Arts in Nonprofit Management consists of 36 units of graduate course work covering all aspects of nonprofit administration and management in a combination of nonprofit and human resources management courses, of which 27 units are required.

Required Courses:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>NPM 507</td>
<td>Management in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NPM 508</td>
<td>Resource Development for Nonprofit Organizations</td>
<td>3</td>
</tr>
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The remainder of courses (9 credits total) are nonprofit-related electives of the student's choice.

**Courses**

Visit online course listings to view semester offerings for U76 NPM (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U76&crslvl=4:8).

**U76 NPM 450 Social Entrepreneurship**
This course links the passion of a social mission with the discipline and skills of successful business performance to explore the issues, concepts, and processes associated with social entrepreneurship. Students learn to design an economically sustainable business model that also addresses an existing social problem. In learning to apply skills and strategies that produce a successful bottom line, both financially and socially, each student develops a business plan for a social entrepreneurial venture or evaluates the business model of an existing social entrepreneurial business venture. Credit 3 units.

**U76 NPM 470 Grantwriting**
This course will teach grantwriting from request for proposals through the grant award. Students will learn the language of grantwriting, the basics of grant prospect research, and how to write a grant. Each student will prepare a grant application in response to a request for proposal and will have the grant evaluated. The course will focus on private sector grants and will not explore federal or state grants. Credit 3 units. UColl: OLI

**U76 NPM 507 Management in Nonprofit Organizations**
Effective mission-driven leadership is central to the success of a nonprofit organization. This core course provides an overview of fundamental principles of management, governance, and leadership in nonprofit organizations. Particular attention is given to issues of motivation, supervision, and evaluation of professional staff and volunteers, and working with the board of directors. This hybrid course is taught partially online. Only University College students receive credit for online courses. Credit 3 units. UColl: OLH, OLI

**U76 NPM 508 Resource Development for Nonprofit Organizations**
This fully online course concentrates on effective fundraising management, accenting the practice, principles, process, and programs of fundraising from the private sector. A special focus of the course is an examination of the historical, legal, ethical, and theoretical contexts for fundraising. A comprehensive review and analysis is provided of annual and major gift programs, together with planned giving and capital campaign strategies. The course includes a choice of a preparation of a 12-month fundraising plan or a paper chronologically describing a completed capital campaign. Limited to 20 people. This is a fully online course. Only University College students may receive credit for online courses. Same as U76 NPM 415. Credit 3 units. UColl: OLI

**U76 NPM 509 International Organizations**
This course examines the role of major international organizations in the modern world — the UN, EU, NATO, IMF, WTO, MERCOSUR, and others. We explore the background for the creation of these organizations, the purposes they serve, and those whose interests they promote. We also consider how they adapt and evolve over time. Our survey centers on three broad areas of investigation: First, we examine how international organizations promote and maintain international security. Second, we consider organizations designed to regulate and promote economic growth and development. This entails a special focus upon the process of globalization and the challenges presented in an era of heightened economic interdependence. Finally, we examine growing efforts at regional cooperation though the emergence of organizations such as NAFTA, the EU, and MERCOSUR. Same as U85 IA 509. Credit 3 units. UColl: IAI

**U76 NPM 510 Statistics and Research Design in Nonprofit Management**
Credit 3 units. UColl: OLI

**U76 NPM 513 Executive Coaching**
Executive coaching is an effective leadership development tool focused on high potential middle- to upper-level managers. It is a collaborative partnership between the executive, the sponsoring organization, and a professional coach designed to facilitate and hasten the executive's learning and achieve identified business results. This course will compare and contrast executive coaching to other types of remedial and personal coaching and mentoring relationships; review the grounding principles that form the foundation of an executive coaching partnership; outline the steps in the coaching process; and review the expectations and guidelines for each member of the executive coaching team — executive, organization, coach. Same as U87 HRM 513. Credit 3 units. UColl: HRO

**U76 NPM 514 Integrative Capstone Project for Nonprofit Management**
This capstone course provides the opportunity to integrate the program course work through 1) a substantial independent project conducted in a host organization; and 2) the review of several important trends affecting organizations and human resources management. Credit 3 units. UColl: OLH
U76 NPM 519 Introduction to Prospect Research
This course introduces the fundamental principles, applications and techniques of prospect research and its highly significant contribution to the financial success of your nonprofit organization. Course work covers both reactive research — writing the effective corporate, foundation, and individual profile using computer text and sources; and proactive research — finding the best prospects for your organization. We discuss the important role of research at every level of the giving cycle from prospect identification through solicitation and stewardship. We also address the all-important ethics issues. This course includes a field trip to significant local libraries and other sites that can provide a treasure trove of prospect information.
Credit 1.5 units.

U76 NPM 5190 Introduction to Prospect Research I and II
Credit 3 units.

U76 NPM 5192 Introduction to Prospect Research II
This course continues Introduction to Prospect Research and discusses fundamental principles, applications and techniques of prospect research and its significant contribution to the fundraising success of the nonprofit organization. Course work for this class covers defining who your prospects are, prospect tracking and management, prospect screening, and the contact report. We will thoroughly discuss the ethics of research, as well as how to design a research department and library. This course includes a field trip to significant local libraries and other sites important to prospect research.
Credit 1.5 units.

U76 NPM 520 Organizational Behavior and Administration
This is a survey course focusing on the individual, group, organizational, and environmental factors relevant to understanding and managing behavior in complex organizations. It considers behavior from structural, human resources, political, and symbolic perspectives.
Same as U87 HRM 520
Credit 3 units.

U76 NPM 521 Overview of the Nonprofit Sector
Nonprofit organizations are profoundly affected by the social, economic, and political environment in which they exist. Through readings, case studies, and discussions with guest speakers from business, government, and the nonprofit sector, students examine the impact of external forces and societal trends on the evolution, current status, and future of nonprofit institutions.
(Same as U76 NPM 421).
Credit 3 units.

U76 NPM 524 Nonprofit Perspectives in Health Care
The field of health care presents unique challenges in management, leadership and community engagement. In particular, nonprofit hospitals must balance a variety of clinical and financial outcomes with charitable community benefit. This course explores the nonprofit health sector and the best practices that maximize results. At the conclusion of this course, participants will have an understanding of how traditional business concepts apply to the nonprofit sector in unique ways; and, in particular, how best practices are implemented successfully in the health care setting. Students will learn concepts and approaches that can facilitate greater collaboration and effective communication with an institution's community relations, development, and volunteer functions.
Credit 3 units.

U76 NPM 525 Financial Management of Nonprofit Organizations
This course focuses on important financial and accounting principles and techniques, with particular attention to operational and project budgeting, financial statement analysis, cash flow projections, endowment building and investment management, and strategic financial planning. Course content is designed to help non-accountants understand standard accounting concepts and procedures, manage the record keeping function, make effective financial decisions and report financial status to key constituents.
Credit 3 units.

U76 NPM 526 Ethics and Accountability for Nonprofit Leaders
Examines ethical questions and dilemmas inherent in the nonprofit sector. Focuses on how to discuss, analyze and resolve ethical issues in the nonprofit workplace; raise awareness of personal, professional and organizational responsibilities; and identify and implement those factors that contribute to an ethical work climate.
Credit 1.5 units.

U76 NPM 530 Organizational Change and Development
This course is designed to assist students in developing a framework for: 1) assessing the current condition of an organization, 2) developing an intervention strategy for changing the organization, and 3) executing the planned change in a manner that promotes effective organizational change and development. Within this context, substantial attention will be devoted to developing the analytical, conceptual, and interpersonal skills required of effective change agents.
Same as U87 HRM 530
Credit 3 units. UColl: HRO

U76 NPM 531 Human Resources Management
Same as U87 HRM 531
Credit 3 units. UColl: HRP

U76 NPM 532 The Impact of an Aging America
Credit 3 units.

U76 NPM 533 Topics: Emerging Research
From time to time, additional courses are offered in specialized topics of current interest, especially the influence of new research and industry trends on traditional management and accepted best practices in nonprofit organizations. This course will require students to read, analyze and discuss trends, research and expert commentary on the nonprofit sector released within the past 10 years, compare this new information to the sector’s historically identified best practices, and determine how this affects the future success of nonprofit organizations.
Credit 3 units. UColl: OLI
U76 NPM 545 Leading and Engaging Volunteers in Nonprofit Organizations
Students will explore and develop practical strategies for effective program planning, volunteer recruitment and retention, and the relationship between the nonprofit executive director and the board of directors, and the relationship between nonprofit leaders, volunteers, and staff. Students will explore how nonprofits are organized, governed, operated, and managed within this legal framework. This is a fully online course. Only University College students receive credit for online courses.
Credit 3 units. UColl: OLH, OLI

U76 NPM 5494 Voices in Action: History and Poetry of Protest in America (1939-present)
What sparks and sustains people's movements for social justice? This history and creative-writing course explores the context and expressions of 20th century and contemporary protest movements, ranging from labor, civil rights, the Vietnam War, ethnic people and women's movements, to contemporary social and environmental justice movements. We will explore speeches, manifestos, visual and oral texts, songs, and poetry to consider how dissent is voiced in response to specific social contexts and historic events. We will consider the role of personal expression in enacting democracy, focusing on poetry that helps articulate what is at stake in the protest movements of the 20th and 21st centuries. We will examine how language moves people, raising awareness of the facts and felt experiences of injustice, helping to fuel social movements and "call forth a public" to make change. Assignments include a mix of historical analysis, ethnographic and participatory work, creative writing, and reflection.
Same as U89 AMCS 494
Credit 3 units. UColl: ACF, ACH, ACS, HUM

U76 NPM 555 Leadership in the Nonprofit Sector
Students will explore leadership in the nonprofit sector and develop their own leadership style. Students will study traditional leadership styles including authoritarian, participative, and delegative; examine the differences in leadership in the nonprofit, for-profit, and government sectors; and explore the distinctive roles of nonprofit leaders, including the relationship between the nonprofit executive director and the board of directors, and the relationship between nonprofit leaders, volunteers, and staff. Students will include interviews and discussions with real-world nonprofit leaders. This course is designed to give HR personnel of the future the opportunity to develop skills in, and an understanding of, basic financial management methods, as well as evaluation techniques used to assess overall organizational financial and business performance. Specifically, the individual will gain an ability to evaluate capital investments, capital acquisitions and capital budgets, an understanding of uncertainty (risk) and risk management, a knowledge of cash and credit management techniques, a knowledge of the costs of alternative sources of short-, intermediate-, and long-term financing (both debt and equity), and an understanding of financial statements and their analysis.
Same as U87 HRM 582
Credit 3 units.

U76 NPM 580 Advanced Topics in Resource Development in Nonprofit Organizations
Credit 3 units.

U76 NPM 582 Principles of Finance
This course is designed to give HR personnel of the future the opportunity to develop skills in, and an understanding of, basic financial management methods, as well as evaluation techniques used to assess overall organizational financial and business performance. Specifically, the individual will gain an ability to evaluate capital investments, capital acquisitions and capital budgets, an understanding of uncertainty (risk) and risk management, a knowledge of cash and credit management techniques, a knowledge of the costs of alternative sources of short-, intermediate-, and long-term financing (both debt and equity), and an understanding of financial statements and their analysis.
Same as U87 HRM 582
Credit 3 units.

Statistics
The Master of Arts in Statistics prepares students to perform in an information-rich, data-driven workforce that requires both general and specialized skills in statistical analysis. The 36-unit program, designed primarily for part-time study, covers essential elements of statistical studies with courses in probability, statistical computation and model building, experimental design, survival analysis, Bayesian statistics, and stochastic processes. Additionally, these courses, along with a required practicum, provide a foundation for further doctoral-level study in mathematics and statistics, or in other academic disciplines such as anthropology, biology, economics, political science, and psychology.

In addition to providing a solid theoretical foundation, the program also offers applied value, providing tools, strategies, and technological skills in areas such as predictive analytics and big data to help professionals in many fields analyze large volumes of data, make reliable and productive business decisions, and use technology efficiently. The program offers flexibility and a wide range of elective and applied courses that emphasize statistical analysis in mathematics, computer science, engineering, clinical investigation, biostatistics, economics and business. Students may choose from a broad-based pool of elective courses across disciplines, or they may organize elective course work and design the required practicum in one of the optional tracks that correspond to strong industry demand for statisticians: Biology and Health; Business and Finance; and Engineering Materials.

Contact: Lisa Kuehne
Phone: 314-935-4226
Email: lmkuehne@wustl.edu
Website: http://ucollege.wustl.edu/programs/graduate/masters-statistics
Degree Requirements
Master of Arts in Statistics

The Master of Arts in Statistics is a 36-unit program that includes 15 units of required course work, 6 units of required thesis practicum, and 15 units of electives. Students may choose electives broadly from the list below or they have the option of organizing elective course work and designing the required thesis practicum in one of the suggested tracks in Biology and Health; Business and Finance; and Engineering and Materials. Candidates for this degree will have completed the calculus sequence (differential, integral, and multivariable calculus) as well as an intermediate statistics course such as Math 305 prior to beginning graduate study.

A maximum of 6 credits of related and comparable graduate-level course work may be transferred from another university or from a related graduate program at Washington University with the approval of the program director. These must be graduate-level units not used to fulfill undergraduate degree requirements. Transfer credit may be granted only for authorized courses for which the student received a grade of B or higher.

## Required Courses (15 Units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 593</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>Math 594</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math 529</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>or Math 5392</td>
<td>Advanced Linear Statistical Models</td>
<td></td>
</tr>
<tr>
<td>Math 539</td>
<td>Linear Statistical Models</td>
<td>3</td>
</tr>
<tr>
<td>Math 575</td>
<td>Statistical Computation</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

In the case that an equivalent course has been taken and proficiency in the course material has been demonstrated, other 500-level electives may be substituted in consultation with the adviser.

## Required Thesis Practicum (3 Units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>U20 Math 502</td>
<td>Thesis Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

## Electives (18 Units)

Additional 500-level electives, selected from the list below, will be chosen by the student in consultation with University College, to make up the 36 units. Other 500-level electives may be selected in consultation with an adviser. Students may choose elective courses broadly, or follow one of the suggested tracks.

- U20 Math 5145 Advanced Theoretical Econometrics
- U20 Math 5161 Applied Econometrics
- Math 520 Experimental Design
- Math 534 Survival Analysis
- U20 Math 538 Measurement and Latent Trait Models
- Math 549 Numerical Applied Mathematics
- U20 Math 551 Advanced Probability I
- U20 Math 552 Advanced Probability II
- U20 Math 559 Bayesian Statistics
- Math 584 Multilevel Models in Quantitative Research
- U20 Math 585 Stochastic Processes

### Biology and Health Optional Track

- Math 520 Experimental Design
- Math 522 Biostatistics
- Math 534 Survival Analysis
- Other courses with authorization

### Business and Finance Optional Track

- U20 Math 525 Multilevel Modeling
- Math 549 Numerical Applied Mathematics
- U20 Math 559 Bayesian Statistics
- Other courses with authorization

### Engineering and Materials Optional Track

- Math 549 Numerical Applied Mathematics
- U20 Math 559 Bayesian Statistics
- U20 Math 595 Stochastic Processes
- Other courses with authorization

## Courses


### U20 Math 500 Independent Study

Credit 3 units.

### U20 Math 520 Experimental Design

A first course in the design and analysis of experiments, from the point of view of regression. Factorial, randomized block, split-plot, Latin square, and similar design. Prerequisite: CSE 131 or 200, Math 3200, or permission of instructor. Credit 3 units. Art: NSM

### U20 Math 522 Biostatistics

A second course in elementary statistics with applications to life sciences and medicine. Review of basic statistics using biological and medical examples. New topics include incidence and prevalence, medical diagnosis, sensitivity and specificity, Bayes’ rule, decision making, maximum likelihood, logistic regression, ROC curves, and survival analysis. Prerequisites: Math 3200 or a strong performance in Math 2200 and permission of the instructor. Same as L24 Math 322 Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM
U20 Math 529 Linear Algebra
Introduction to the linear algebra of finite-dimensional vector spaces. Includes systems of equations, matrices, determinants, inner product spaces, spectral theory. Prerequisite: Math 310 or permission of instructor. Math 309 is not an explicit prerequisite but students should already be familiar with such basic topics from matrix theory as matrix operations, linear systems, row reduction, and Gaussian elimination. Material on these topics in early chapters of the text will be covered very quickly. Same as L24 Math 429
Credit 3 units. A&S IQ: NSM Art: NSM

U20 Math 5291 Linear Algebra
Introduction to the linear algebra of finite-dimensional vector spaces. Topics covered include matrix computations for solving systems of linear equations over fields; bases and coordinate systems in vector spaces; algebra of linear transformations and functionals' determinants; elementary canonical forms; inner product spaces. Prerequisite: U20 Math 3101 or permission of instructor. U20 Math 309 is not an explicit prerequisite but students should already be familiar with such basic topics from matrix theory as matrix operations, linear systems, row reduction, and Gaussian elimination. Material on these topics in early chapters of the text will be covered very quickly. Note: Not equivalent to L24 429.
Credit 3 units.

U20 Math 534 Survival Analysis
Life table analysis and testing, mortality and failure rates, Kaplan-Meier or product-limit estimators, hypothesis testing and estimation in the presence of random arrivals and departures, and the Cox proportional hazards model. Techniques of survival analysis are used in medical research, industrial planning, and the insurance industry. Prerequisites: CSE 131 or 200, Math 309 and 3200, or permission of the instructor. Same as L24 Math 449
Credit 3 units. A&S IQ: NSM Art: NSM

U20 Math 535 Statistical Learning: An Introduction to Data Mining
This course is an introduction to applications of statistical learning to big data sets. Topics include assessing model accuracy, linear v. logistic regression, cross validation and resampling, shrinkage and regularization (lasso) methods, decision trees and other tree-based methods, and clustering methods such as K-means, hierarchical clustering, and support vector machines. We also cover data mining for massive data sets, such as association rule mining. Linear regression will be reviewed. The course provides skills and experience for careers in statistical and machine learning, and for positions such as data scientist, data analyst, applied statistician, and data-savvy manager. Prerequisites: U20 Math 594 Mathematical Statistics or permission of instructor, and introductory-level programming (R, SAS, or Python).
Credit 3 units.

U20 Math 539 Linear Statistical Models
Theory and practice of linear regression, analysis of variance (ANOVA) and their extensions, including testing, estimation, confidence interval procedures, modeling, regression diagnostics and plots, polynomial regression, colinearity and confounding, model selection, geometry of least squares, etc. The theory will be approached mainly from the frequentist perspective and use of the computer (mostly R) to analyze data will be emphasized.
Prerequisites: CSE 131 or 200, Math 3200 and a course in linear algebra (such as Math 309 or 429), or permission of instructor. Credit 3 units. A&S: NSM

U20 Math 5392 Advanced Linear Statistical Models
Review of basic linear models relevant for the course; generalized linear models including logistic and Poisson regression (heterogeneous variance structure, quasilikelihood); linear mixed-effects models (estimation of variance components, maximum likelihood estimation, restricted maximum likelihood, generalized estimating equations), generalized linear mixed-effects models for discrete data, models for longitudinal data, optional multivariate models as time permits. The computer software R will be used for examples and homework problems. Implementation in SAS will be mentioned for several specialized models. Prerequisites: Math 439 and a course in linear algebra (such as Math 309 or 429), or consent of instructor. Same as L24 Math 4392
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

U20 Math 549 Numerical Applied Mathematics
Computer arithmetic, error propagation, condition number and stability; mathematical modeling, approximation and convergence; roots of functions; calculus of finite differences; implicit and explicit methods for initial value and boundary value problems; numerical integration; numerical solution of linear systems, matrix equations, and eigensystems; Fourier transforms; optimization. Various software packages may be introduced and used. Prerequisites: CSE 200 or 131 (or other computer background with permission of the instructor); Math 217 and 309.
Same as L24 Math 449
Credit 3 units. A&S IQ: NSM

U20 Math 560 Multivariate Statistical Analysis
A modern course in multivariate statistics. Elements of classical multivariate analysis as needed, including multivariate normal and Wishart distributions. Clustering; principal component analysis. Model selection and evaluation; prediction error; variable selection; stepwise regression; regularized regression. Cross-validation. Classification; linear discriminant analysis. Tree-based methods. Time permitting, optional topics may include nonparametric density estimation, multivariate regression, support vector machines, and random forests. Prerequisite: Multivariable calculus (Math 233), linear or matrix algebra (Math 429 or Math 309), multivariable-calculus-based probability and mathematical statistics (Math 493, Math 494) and linear models (Math 439). Prior knowledge of R at the level introduced in Math 439 is assumed.
Same as L24 Math 460
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

U20 Math 561 Time Series Analysis
A time series is a set of data that consists of measurements taken repeatedly along a time scale. Examples include hourly temperature readings, the price of a stock over the course of a day, and monthly counts of numbers of airline passengers. Such data includes dependence and requires a different approach than those covered in linear models courses. This course will introduce methods used to analyze such complicated data. The emphasis will be on real-world applications and data analysis using statistical software. Prerequisites: Math 593 and Math 594; or permission of the instructor. Programming will be done
with R. Students should have completed Math 124 or equivalent experience.  
Credit 3 units. A&S IQ: NSM

**U20 Math 575 Statistical Computation**
Introduction to modern computational statistics. Pseudo-random number generators; inverse transform and rejection sampling. Monte Carlo approximation. Nonparametric bootstrap procedures for bias and variance estimation; bootstrap confidence intervals. Markov chain Monte Carlo methods; Gibbs and Metropolis-Hastings sampling; tuning and convergence diagnostics. Cross-validation. Time permitting, optional topics include numerical analysis in R, density estimation, permutation tests, subsampling, and graphical models. Prior knowledge of R at the level used in Math 494 is required. Prerequisite: Math 233, 309, 493, 494 (not concurrently); acquaintance with fundamentals of programming in R.
Same as L24 Math 475
Credit 3 units. A&S IQ: NSM Art: NSM

**U20 Math 584 Multilevel Models in Quantitative Research**
This course covers statistical model development with explicitly defined hierarchies. Such multilevel specifications allow researchers to account for different structures in the data and provide for the modeling of variation between defined groups. The course begins with simple nested linear models and proceeds on to non-nested models, multilevel models with dichotomous outcomes, and multilevel generalized linear models. In each case, a Bayesian perspective on inference and computation is featured. The focus on the course will be practical steps for specifying, fitting, and checking multilevel models with much time spent on the details of computation in the R and Bugs environments. Prerequisite: Math 2200, Math 3200, Poli Sci 581, or equivalent.
Same as L32 Pol Sci 584
Credit 3 units.

**U20 Math 593 Probability**
Mathematical theory and application of probability at the advanced undergraduate level; a calculus based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes’ theorem, random variables and distributions, expectations and moments, the classical distributions, and the central limit theorem.
Credit 3 units.

**U20 Math 594 Mathematical Statistics**
Theory of estimation, minimum variance and unbiased estimators, maximum likelihood theory, Bayesian estimation, prior and posterior distributions, confidence intervals for general estimators, standard estimators and distributions such as the Student-t and F-distribution from a more advanced viewpoint, hypothesis testing, the Neymann-Pearson Lemma (about best possible tests), linear models, and other topics as time permits.
Credit 3 units.

**U20 Math 596 Thesis Practicum II**
Credit 3 units.

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**Graduate and Advanced Certificates**

University College awards graduate certificates in many specialized areas of professional and personal development. All certificate programs are credit-bearing and vary in length and requirements. For those that include 18 or fewer units of credit, all course work must be completed at University College. For those with 30 units of credit, at least half the course work — including the last 15 units — must be completed at University College. To receive a graduate-level certificate from University College, students must have earned a cumulative grade point average of 3.0 or higher in all courses taken. They must be admitted to a certificate program prior to completion of half of the course work required for the certificate.

All units from graduate certificate programs may count toward the unit requirements for a master's degree with the same program title. Students completing both a Certificate in Post-Baccalaureate Pre-Medical Study and a Master's Degree in Biology must complete a minimum of 6 units beyond the requirements for the master's degree.

University College offers the following graduate and advanced certificates:

- **Applied Mathematics** (p. 66)
- Clinical Research Management (p. 67)
- Human Resources Management (p. 67)
- International Affairs (p. 68)
- Math and Science Education (p. 68)
- Nonprofit Management (p. 69)
- Post-Baccalaureate Pre-Medical Program* (p. 69)
- Post-Baccalaureate Teacher Certification* (p. 70)
- SHRM Courses and Certification (p. 70)

* denotes a certificate eligible for financial aid

**Applied Mathematics**

The **Graduate Certificate in Applied Mathematics** recognizes those who have pursued significant advanced study in the field of mathematics beyond the bachelor's degree. It is awarded upon completion of 15 units of 400-level or higher course work in applied mathematics.

Admission to the graduate certificate program normally requires a baccalaureate degree with an undergraduate preparation in mathematics, including successful completion of the calculus sequence (differential, integral and multivariable) as well as courses in C programming, differential equations, and matrix algebra.
Requirements

Graduate Certificate in Applied Mathematics

In order to complete the required 15 units of advanced course work, students must have already completed the prerequisites for such courses.

The equivalent course work in University College:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 155</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 156</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 255</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Math 256</td>
<td>Calculus IV</td>
<td>3</td>
</tr>
<tr>
<td>Math 133</td>
<td>Programming with Python</td>
<td>3</td>
</tr>
<tr>
<td>Math 301</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Linear Algebra I</td>
<td>3</td>
</tr>
</tbody>
</table>

Each semester, various advanced courses are offered. A selection of courses that meet the requirements of the certificate:

- Math 439 Linear Statistical Methods
- Math 475 Statistical Computation
- Math 493 Probability
- Math 494 Mathematical Statistics

Clinical Research Management

The Graduate Certificate in Clinical Research Management is designed primarily for experienced professionals who already hold an advanced degree in a related health care field or in business, and who need a targeted cluster of courses in clinical research management for career enhancement.

Candidates for the graduate certificate aspire toward leadership positions in academic research centers or related private sector organizations, especially the pharmaceutical industry.

| Phone:         | 314-935-6700 |
| Website:       | http://ucollege.wustl.edu/programs/certificates/advanced/clinical-research-management |

Requirements

Graduate Certificate in Clinical Research Management

The 21-unit certificate program consists of the following required courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRM 500</td>
<td>Fundamentals of Clinical Research Management</td>
<td>3</td>
</tr>
<tr>
<td>CRM 512</td>
<td>Advanced Data &amp; Information Management in Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CRM 515</td>
<td>Medical Writing for Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>CRM 518</td>
<td>Drug and Device Development</td>
<td>3</td>
</tr>
<tr>
<td>CRM 522</td>
<td>Compliance, Legal, and Regulatory Issues</td>
<td>3</td>
</tr>
<tr>
<td>CRM 562</td>
<td>Leadership and Change in Health Care Services</td>
<td>3</td>
</tr>
<tr>
<td>CRM 588</td>
<td>Epidemiology for Clinical Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 21

All courses must be completed with a minimum overall GPA of 3.0.

Course descriptions for the courses above can be found on the Master of Science in Clinical Research Management (p. 33) page of this Bulletin.

Human Resources Management

The Certificate in Human Resources Management offered through University College provides a range of courses in the major responsibilities and challenges of human resources to prepare students to work effectively in the field. Originally designed for Washington University master's students and as a complement to the curricula in the schools of business, engineering, and social work, the certificate is also available to the general public. The certificate is available as a fully online or in-classroom certificate.

Contact: Jennifer Fickeler
Email: jfickeler@wustl.edu
Website: http://ucollege.wustl.edu/programs/certificates/advanced/human-resources-management
Requirements

Certificate in Human Resources Management

The Certificate in Human Resources Management is a 15-unit program composed of three required courses and 6 hours of elective courses:

Required courses (9 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 520</td>
<td>Organizational Behavior and Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 559</td>
<td>Strategy Formation and Organizational Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>HRM 571</td>
<td>Legal Aspects in Human Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses (6 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 531</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 543</td>
<td>Compensation Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 544</td>
<td>Diversity and Inclusion in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>HRM 558</td>
<td>HR Metrics</td>
<td>3</td>
</tr>
<tr>
<td>HRM 565</td>
<td>Building High Performance, Team-Based Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

HRM courses can be found on the Master of Arts in Human Resources Management (p. 42) page of this Bulletin.

International Affairs

The Graduate Certificate in International Affairs provides a foundation of courses for students who want to understand and analyze the complex questions, risks, and opportunities associated with living and working in a rapidly changing global environment. Our heightened economic and political interdependence generates challenges in areas such as social justice, diversity, international security, sustainable development, resource distribution, technology, and human rights. Moreover, rising nationalism and complex ethnic and religious tensions pose ongoing challenges while they also invite strategies for compromise and cooperation.

Contact: Andy Sobel
Email: sobel@wustl.edu
Website: http://ucollege.wustl.edu/programs/certificates/advanced/international-affairs

Requirements

Graduate Certificate in International Affairs

For the 15-unit Graduate Certificate in International Affairs, students must choose courses from the International Affairs curriculum. Up to 6 units of electives from a related area may apply with approval. All courses must be at the 400 (graduate) level or above.

Online Option: University College offers fully online courses in International Affairs (IA) that provide the option of completing this certificate in a fully online format.

IA courses can be found on the Master of Arts in International Affairs (p. 45) page of this Bulletin.

Math and Science Education

Washington University Institute for School Partnership, in coordination with the Department of Mathematics and Statistics and the Department of Education, has established a 15-hour Graduate Certificate program in Math Education through University College. The certificate program is directed at in-service teachers of grades K-8. Candidates for this program generally teach K-8 math but do not have a college degree in math. Admission to the program is competitive and by application only.

Washington University Institute for School Partnership, in coordination with the departments of Biology and Education, has established a 15-hour Graduate Certificate program in Science Education through University College, the evening division of Arts & Sciences. The certificate program is directed at in-service teachers of grades K-8. Candidates for this program generally teach K-8 science but do not have a college degree in science. Admission to the program is competitive and by application only.

Contact: Paula Smith
Phone: 314-935-6846
Email: schoolpartnership@wustl.edu
Website: http://schoolpartnership.wustl.edu

Requirements

Graduate Certificate in Math Education

Required: 15 units

Teachers receive 3 graduate credits in education for each relevant course completed. The credits may include undergraduate math courses offered through University College, as well as selected math education courses. The program
is designed so teachers will receive graduate credit for the additional undergraduate courses.

Graduate Certificate in Science Education

Required: 15 units

Teachers receive 3 graduate credits in education for each relevant course completed. The credits may include undergraduate natural science and math courses offered through University College, as well as selected science education courses. The program is designed so teachers receive graduate credit for the additional undergraduate courses.

Nonprofit Management

Designed to prepare students to succeed in leadership and administration of nonprofit organizations, the Advanced Certificate Program in Nonprofit Management is intended for practicing managers and leaders in a broad range of human service, cultural, educational, religious, and community organizations, and for those who wish to prepare for professional advancement.

The curriculum provides a theoretical and practical examination of the governance of nonprofit organizations, the management of volunteers and professionals, resource development and fundraising, financial oversight, and the social and political context of the nonprofit sector. All classes are offered during late afternoon or evening hours and weekends for the convenience of working adult students. The certificate is available as a fully online or in-classroom certificate.

The curriculum covers all aspects of nonprofit administration and management:

- Leading and managing nonprofit organizations and interacting with boards of directors
- Supervising volunteers and professionals
- Fundraising and resource development
- Marketing
- Quantitative and qualitative program evaluation
- Financial management
- Planning and decision making
- Social, economic and political trends affecting the nonprofit sector

Contact: Amy Buehler
Email: abuehler@wustl.edu
Website: http://ucollege.wustl.edu/programs/certificates/advanced/nonprofit-management

Requirements

Advanced Certificate in Nonprofit Management

Students seeking the Advanced Certificate in Nonprofit Management (NPM) must complete 15 units of 400-level course work with a 3.0 grade point average and no grade below a B- (B-minus). The certificate can normally be completed in one to two years.

Course Requirements:
The following courses are required for the 15-unit certificate:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPM 507</td>
<td>Management in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NPM 508</td>
<td>Resource Development for Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NPM 525</td>
<td>Financial Management of Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NPM 570</td>
<td>Legal Issues Impacting Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

The remaining 3 units are electives.

NPM courses can be found on the Master of Arts in Nonprofit Management (p. 61) page of this Bulletin.

Post-Baccalaureate Pre-Medical Program

The Post-Baccalaureate Pre-Medical program at Washington University enables qualified college graduates to take core and elective science and math courses that satisfy medical school admission requirements. Students also may take approved elective courses in natural sciences, social sciences, and humanities that provide a broad context and skill set for the practice of medicine today. The program is flexible to accommodate individuals changing careers, including those without a science background. For students who enter the program with most pre-medical course requirements complete, the program offers numerous upper-level biology courses to enhance a previous academic record and demonstrate science mastery. Courses are typically taken during the evening and are available in fall, spring, and summer terms. Day courses are also available to students, though tuition rates are higher.

Students earning at least 30 units of credit, 24 units of which must be completed at Washington University with a cumulative grade point average of 3.2 or higher, will be awarded a Certificate of Post-Baccalaureate Pre-Medical Study.

Students wishing to complete fewer than 24 units of course work are not eligible for admission to the program, but are welcome to
register for courses at Washington University on a non-degree basis.

Contact: Shawn Cummings  
Phone: 314-935-6783  
Email: cummingss@wustl.edu  
Website: http://ucollege.wustl.edu/programs/postbaccalaureate/premed

Requirements

The Curriculum

The core courses in the Post-Baccalaureate Pre-Medical program meet the general requirements for American medical schools, as well as those for dental, veterinary, osteopathic, and other health professional programs. Students are urged to check individual schools and programs for specific entry requirements. All courses taken as part of the Post-Baccalaureate Pre-Medical program must be taken for letter grades, except for courses offered only on a pass/fail basis. Students who wish to take course work other than the core requirements must have adviser approval.

Up to 6 credits of appropriate course work, taken prior to acceptance to the Post-Baccalaureate Pre-Medical program, may be applied as transfer credit toward the certificate. Once students begin the certificate program, all course work must be taken in residence at Washington University. Cover letters will be written only for students who observe this policy.

Core Courses

Biology: two semesters with laboratory  
General Chemistry: two semesters with laboratory  
Organic Chemistry: two semesters with laboratory  
Biochemistry: one semester  
Mathematics and Statistics: two semesters of college math. Varies according to school. Statistics recommended. For broadest range of schools, complete Calculus I and II.  
General Physics: two semesters with laboratory  
English: two semesters, one of composition

In addition to the core courses, elective courses in biology, chemistry, physics, and mathematics and statistics are also available.

Post-Baccalaureate Teacher Certification

The Post-Baccalaureate Certification program provides students who have completed a bachelor's degree with the course work necessary to obtain a Missouri teaching certificate. All course work is available through University College during afternoon and evening hours with the exception of student teaching, which is available during the fall (elementary) or spring (middle school, secondary, and K-12) semester. Required course work is taken for undergraduate credit. Certification through this program is available in the following teaching areas:

- Secondary Education (grades 9-12): biology, chemistry, earth science, English, mathematics, physics, or social science
- Middle School (grades 5-9): English, mathematics, science, or social studies
- K-12: art, dance, world languages (Chinese, French, German, Japanese, Latin, Russian, Spanish)
- Elementary Education (grades 1-6)

Contact: Roshonda Ludy  
Phone: 314-935-6791  
Email: rludy@wustl.edu  
Website: https://ucollege.wustl.edu/programs/postbaccalaureate/teacher-certification

Requirements

The Curriculum

The actual number of credit hours necessary for certification depends on the student's background and program. Upon admission to the Post-BA program, each student's transcript is evaluated by an adviser in the Department of Education to determine the courses needed for certification. Students who have no prior course work in education should plan on a minimum of 30 credit hours in education courses (48 hours for elementary education).

SHRM Courses and Certification

SHRM-CP® and SHRM-SCP® Certification

University College offers the SHRM Learning System course in partnership with the Society for Human Resource Management. The instructional program follows the SHRM model stating that Knowledge + Behavioral Competencies = Success. The competencies include a broad range of skills needed in the applied setting including: leadership and navigation, business acumen, ethical practice, relationship management, consultation, critical evaluation, global and cultural effectiveness, and communication.

Program Objectives

The majority of participants enroll in this program to prepare for taking the SHRM-CP and SHRM-SCP examinations. The highly interactive instructional methodology provides a rich but scheduled review of the content areas assessed in these tests.
Other participants take the program to enhance their level of professionalism in the field of human resource management.

The Schedule

The class meets on the Danforth Campus of Washington University. The sessions start at 8:30 a.m. and conclude by 3:00 p.m. A campus map will be provided with the course materials.

Contact:
Ron Gribbins
Phone: 314-369-2731
Email: grib@wustl.edu
Website: http://ucollege.wustl.edu/areas/special_programs/shrm

Courses


Additional Programs

University College offers the following additional graduate programs:

• Combined BS/Master's Program (p. 71)
• Graduate Student-at-Large (p. 72)

Combined BS/Master's Program

The Combined Bachelor's/Master's Degree program (BS/ Master's) in University College is designed for students who wish to pursue rigorous and accelerated study that will lead to both a Bachelor of Science and either a Master of Arts or Master of Science in areas of study for which there are degree programs in University College.

Eligibility Requirements

Eligibility requirements for the Combined BS/Master's program in University College include:

• Admission to a Bachelor of Science degree program in University College.
• Completion of a minimum of 60 units toward the Bachelor of Science degree, including transfer credit, with a 3.0 or higher cumulative grade point average. Only in exceptional cases will candidates be authorized to pursue the BS/Master's Program after completing 84 units.
• Completion of a minimum of 12 units of undergraduate course work in University College, at least 9 of which must be advanced level (300-400), with a 3.0 or higher cumulative grade point average.
• Completion of Combined Bachelor's/Master's Program Preliminary Authorization Request.
• Two academic writing samples, at least one of which must be research-based, to be submitted to University College.

• Personal interview with the director of advising and/or associate dean for academics.

Admission

Students who meet the eligibility requirements noted above should meet with their undergraduate adviser and complete the Combined Bachelor's/Master's Preliminary Authorization Request (PDF) (https://ucollege.wustl.edu/files/ucollege/documents/forms/admissions/preliminary-authorization-bsma.pdf) found on our website. Two academic writing samples, one of which must be research-based, and a personal interview are also required for preliminary authorization. Applicants will be informed, following a review of writing samples and personal interview, whether or not they have been authorized to pursue the Combined BS/Master's program, including authorization to register for graduate course work that will count toward both the undergraduate and appropriate master's degree.

Students receiving this preliminary authorization are required to submit the Application for Graduate Admission (http://ucollege.wustl.edu/apply) in University College during the final 30-36 units of undergraduate study, at which time their academic performance and potential for continued graduate study will be reevaluated. If approved, students will be formally admitted to a graduate program of study. Candidates for the Master of Arts and Master of Liberal Arts are admitted to the Graduate School. Candidates for the Master of Science in Applied Health Behavior Research and Master of Science in Clinical Research Management are admitted to University College.

Requirements for the Combined BS/Master's Degree

• Formal admission to the Graduate School or University College.
• Completion of a minimum of 135 units of course work, undergraduate and graduate, including all residency requirements for the Bachelor of Science degree.
• Completion of all requirements in the student’s graduate program, including a final written project where required, and in accordance with all academic policies and procedures for undergraduate and graduate study in University College and the Graduate School.
• A maximum of 15-18 units of graduate course work (depending on the specific master's program) at the 400 and 500 levels may count as requirements for both the graduate degree and as unrestricted electives in the undergraduate degree.
• Students will receive both the Bachelor of Science and Master of Arts or Master of Science at the completion of the entire program. The Bachelor of Science is conferred by University College. The Master of Arts, Master of Liberal Arts, and Master of Science in Biology are conferred by the Graduate School. The Master of Science in Applied
Health Behavior Research and Master of Science in Clinical Research Management are conferred by University College.

For more information or to schedule an appointment to discuss the program, please call 314-935-6759.

**Graduate Student-at-Large**

The Graduate Student-at-Large program in Arts & Sciences at Washington University in St. Louis provides an opportunity for qualified individuals who have earned a bachelor's degree to register for day and evening courses in Arts & Sciences on a non-degree basis. This program is coordinated by University College, the continuing education and professional studies division of Arts & Sciences at Washington University.

The program is designed for:

- Individuals who need additional course work in preparation for graduate or professional school.
- Individuals who wish to enroll in graduate courses on a part-time basis for personal or career enrichment.
- Individuals who wish to try out a few graduate courses before seeking admission to a graduate program in University College.
- Graduate students in good standing from another St. Louis area college or university who wish to enroll in courses not offered at their home institution.

**Policies and Procedures**

- Individuals wishing to participate in the Graduate Student-at-Large program in Arts & Sciences must apply online (http://ucollege.wustl.edu/students/prospective/apply) and provide all requested information.
- Eligibility for Student-at-Large status includes an earned bachelor's degree at another accredited college or university, and a 3.0 minimum final cumulative grade point average. Demonstrated achievement in professional and other work-related experiences also will be considered in evaluating applications.
- A Graduate Student-at-Large is eligible to register for evening graduate courses offered through University College or day undergraduate courses offered through Arts & Sciences. Individuals who wish to register for day graduate courses in preparation for a graduate degree program in the Graduate School at Washington University are required to apply for non-degree study through the Graduate School.
- All course enrollments are on a space-available basis and must be approved by the instructor and a University College adviser.
- A Graduate Student-at-Large is eligible to register for a maximum of 6 units (normally two courses) of graduate course work in a single semester. The student is eligible to register for a maximum of 9 units (normally three courses) of undergraduate course work in a single semester.

- A Graduate Student-at-Large may take courses for a letter grade, audit, or pass/fail.
- Students register for courses through University College and pay tuition in full at the time of registration. Students are charged day tuition rates for day courses, and evening rates for evening courses.
- Graduate Student-at-Large status will be terminated if a student receives a grade of F, or if the student's cumulative GPA falls below 3.0 at any time.
- Permission to register under this arrangement does not constitute admission to a degree program at Washington University. Qualified students may apply for admission at a future date to one of the degree-granting divisions of the university.
- A maximum of three courses taken during Graduate Student-at-Large status may be applied to a graduate program in University College with authorization by University College. All courses applied to a graduate program must be taken for a letter grade.
- Courses taken as Graduate Student-at-Large may be applied to a graduate or professional degree program at another division of Washington University with authorization by that academic division.
- Federal or institutional financial assistance is not available for the Graduate Student-at-Large.
- International students are eligible to apply for non-degree study as a Graduate Student-at-Large if they already hold a visa that permits part-time study. International students holding a B-2 or F-2 visa are only permitted to register for courses that are recreational or avocational.

**Housing**

On-campus housing is not available to a Graduate Student-at-Large during the academic year. Off-campus housing, however, is available. For more information about housing options please contact the Office of Residential Life (http://reslife.wustl.edu), 314-935-5050; or Quadrangle Housing (https://quadrangle.wustl.edu), 314-935-9511.

For additional information about the Graduate Student-at-Large program, please contact us:

**Contact:** Holly Schroeder
**Phone:** 314-935-6759
**Email:** cschroed@wustl.edu
**Website:** https://ucollege.wustl.edu/programs/non-degree/graduate-student-at-large
University College - Undergraduate

University College is the professional and continuing education division of Arts & Sciences. The division offers a wide range of courses, including online formats, in a variety of academic departments and interdisciplinary and professional areas of study. Part-time and full-time study in undergraduate degree programs, graduate degree programs, and certificate programs are available. University College also operates the Summer School for both day and evening students, including a range of credit programs and noncredit institutes for high school and middle school students. University College provides career workshops for adult learners, and it is home to the Lifelong Learning Institute for senior citizens. University College sponsors special lecture series such as the Master of Liberal Arts (MLA) Saturday Lecture Series and Science Saturdays, co-sponsored with the Department of Physics. For more information, visit the University College website (http://ucollege.wustl.edu).

Undergraduate Study

University College awards Associate in Arts and Bachelor of Science degrees in a wide range of academic subjects and interdisciplinary areas of study. Students also may select courses from many other academic departments and programs at Washington University that do not offer majors or programs of study in University College. Undergraduate certificate programs (http://ucollege.wustl.edu/programs/9) for professional and personal development are also available. Please visit the University College website (http://ucollege.wustl.edu) or call 314-935-6700 for more detailed information, requirements, and policies concerning specific undergraduate degree and certificate programs.

Admission

The admissions policies and procedures of University College reflect the special circumstances of part-time, adult students and vary by academic program. Students seeking admission to an undergraduate degree or certificate program should meet with an academic adviser in University College to discuss goals prior to submitting an application for admission. Formal admission is required of all students seeking an undergraduate degree or certificate in University College.

To be considered for admission, applicants must have a high school diploma or its equivalent and have a minimum 2.7 grade point average in previous college work. Applicants with less than a 2.7 grade point average in previous college work will be asked to provide other evidence of ability to successfully complete college-level course work, which may include taking several courses prior to formal admission.

Admission requirements for the Associate in Arts degree include a high school diploma or its equivalent, and at least 6 units of transferable college-level course work with a minimum grade point average of 2.7 taken at another accredited institution or at least 6 units of course work taken at University College with a minimum grade point average of 2.7.

Admission requirements for the Bachelor of Science degree include a high school diploma or its equivalent, and at least 6 units of transferable college-level course work with a minimum grade point average of 2.7 taken at another accredited institution or at least 6 units of course work taken at University College with a minimum grade point average of 2.7.

There are no formal admissions requirements for undergraduate certificates. Students should speak with an academic adviser regarding their preparation for specific certificates.

For more detailed information about admission requirements for the Associate in Arts degree, Bachelor of Science degree, and undergraduate certificate programs, including application forms, please visit the University College website (http://ucollege.wustl.edu); visit University College, located at the Washington University West Campus, 11 N. Jackson Road, Suite 1000 in Clayton, MO 63105 (appointment recommended); or call 314-935-6700.

Bachelor's Degrees

Requirements for the Bachelor of Science (BS) degree in University College represent both breadth and depth of study. Admission requirements for the Bachelor of Science degree include a high school diploma or its equivalent, and at least 6 units of transferable college-level course work with a minimum grade point average of 2.7 taken at another accredited institution or at least 6 units of course work taken at University College with a minimum grade point average of 2.7.

Bachelor of Science degrees offered:

- Anthropology (p. 75)
- Clinical Research Management (p. 81)
- Communications (p. 82)
- Economics (p. 87)
- English (p. 89)
- Global Leadership and Management (p. 93)
- Health Care (p. 94)
- History (p. 100)
- Industrial and Organizational Psychology (p. 111)
- Integrated Studies (p. 117)
- International Studies (p. 119)
- Journalism (p. 129)
- Mathematics or Applied Mathematics (p. 133)
- Political Science (p. 136)
Degree Requirements

Bachelor of Science Degrees

To receive a Bachelor of Science degree from University College, students must be admitted to degree candidacy, complete a minimum of 120 units of college-level work with a cumulative grade point average of 2.0 or higher in all courses taken; and satisfy basic, distribution, major, and residency requirements. To receive the Bachelor of Science degree in University College, students must complete a major with grades of C- or better in all major courses. For certain majors, students must satisfy specific prerequisites before declaring the major.

The total number of units required for each major varies according to the department. At least half the units for the major must be completed at Washington University. At least 30 units of advanced courses overall must be completed at Washington University. No more than 9 units of approved study abroad credit may count toward the degree for students who earn more than 60 units at Washington University; no more than 6 units of study abroad credit may count toward the major. We encourage students to use their time at Washington University to augment the major with related course work and to explore many different areas of knowledge.

General Education Requirements*

Basic Requirements:

- EComp 101 Principles of Writing**
- EComp 203 Critical and Researched Writing**

One additional 3-unit advanced writing course, which may be chosen from U11 3120, U11 324, U11 331, or Rhetoric.**

One 3-unit course in numerical applications with a minimum grade of C-, which may be applied to the relevant distribution area as noted below.

One course in moral reasoning, which may be applied to the relevant distribution requirements noted below.

One 3-unit course in cultural diversity, which may be applied to the Social Sciences or Humanities distribution requirements noted below.

Courses that satisfy the cultural diversity requirement explore issues of global human diversity and the interactions among cultures, with a focus on the societies of Africa, East Asia, South Asia, Latin America, or the Middle East or on the indigenous peoples of the Americas.

* These requirements are effective as of Spring 2019. Students admitted to University College programs prior to Spring 2019 are expected to fulfill the requirements in place at the time of their admission.

** Students who receive a grade of C- or lower in EComp 101 Principles of Writing taken at University College must repeat the course. Students who receive a grade of C- or lower in EComp 203 Critical and Researched Writing taken at University College must, in consultation with the Department of English and University College, choose between two options to satisfy the requirement: 1) repeat the course; or 2) complete a 3-unit composition tutorial with a grade of C or higher. Transfer credit for EComp 101 Principles of Writing may be granted for a grade of B or higher. EComp 203 Critical and Researched Writing and the 300-level or higher advanced writing requirement are required of all undergraduate degree candidates, and these courses must be taken at Washington University with a grade of C or higher. Students may still receive transfer credit for a second-level basic writing course; however, that will count as elective credit and they still will be required to take EComp 203 Critical and Researched Writing. A student who transfers English Composition courses from another college or university must consult an academic adviser at University College, who will provide options for completing requirements. Visit the University College website (http://ucollege.wustl.edu) for additional details about basic requirements.

Distribution Requirements: 36 units, 9 units in each area noted below. Major courses also may fulfill basic and distribution requirements, however each distribution area must include course work from at least two disciplines:

- Natural Sciences and Mathematics
- Social Sciences
- Humanities
- Languages and the Arts

Overlap Policies: If a student has two majors, each major’s upper-level units of credit must be independent of the other (i.e., no double counting of upper-level units required for the majors is permitted). Prerequisite courses at the 100 or 200 levels may count for both majors.

Should the same upper-level course satisfy a requirement in more than one of a student’s major programs, a departmentally sanctioned upper-level elective must be chosen to replace the course in one of the programs. If a student has a major and a minor, the minor must include at least 9 unique units. Major or minor course work may be applied to distribution requirements for general education. If a student is pursuing a bachelor’s degree and a certificate, the certificate must include at least 9 unique units. (The exception to this restriction on certificates
applies to sequential programs of the same name, in which case all certificate courses may apply to the next-level program.)

A single course can count without restriction toward any two of the following categories: 1) major requirements; 2) basic requirements for numerical applications or cultural diversity; 3) distribution requirements.

**Anthropology**

Anthropology investigates issues such as human evolution, origins of civilization, gender, ethnic relations, social institutions, medical anthropology, and the impact of the modern world on human societies everywhere. Sociocultural anthropology is a good foundation for careers with an international focus, and those such as education, medicine, and business, that require an understanding of human cultural behavior. Biological anthropology provides background for work in zoology, conservation, and public health venues. Archaeological anthropology is particularly useful for historical and cultural approaches to institutions.

To stay up to date with events and news in the Department of Anthropology (http://anthropology.artsci.wustl.edu) at Washington University, visit our website.

Contact: Kirsten Jacobsen
Phone: 314-935-7770
Email: kjacobsen@wustl.edu
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-anthropology

**Degree Requirements**

**Bachelor of Science in Anthropology**

All University College undergraduate students must satisfy the same general-education requirements (p. 74).

Requirements specific to this major include:

- At least 6 units from the introductory Anthropology sequence:
  - Anthro 150 Introduction to Human Evolution 3 units
  - Anthro 160 Introduction to Cultural Anthropology 3 units
  - Anthro 190 Introduction to Archaeology 3 units
- 15 additional units of course work in the department (must include 12 advanced units)
- 12 additional units in social sciences (must include 3 advanced units)

Anthropology majors are encouraged to also take a range of courses in the humanities and the natural sciences.

**Courses**


**U69 Anthro 100 Introduction to Anthropology**

Anthropology is a field that seeks to synthesize and integrate all aspects of what it means to be human, including the study of human diversity across time and space. Anthropologists are collectively interested in studying humans from a holistic perspective, including cultural, linguistic and biological anthropology and archaeology. This course aims to introduce students to basic concepts within anthropology, integrating the perspectives and methods of each of the subfields into our approach. We will examine how culture, environment, and biology are intertwined in the variation seen within humans both past and present. Topics addressed will include aspects of human evolution and variation, non-human primates, Paleolithic cultures, subsistence strategies, kinship, political organization, the rise and fall of complex societies, religion, language, globalization, and anthropology in the present and future. This course is fully online. Students enrolled in day classes at Washington University should review the policies of their home division on credit earned for online courses. Credit 3 units. UColl: OLI

**U69 Anthro 150 Introduction to Human Evolution**

The fossil evidence for human evolution, the genetics of human variation and evolution, the study of living nonhuman primates, and the fossil record and its interpretation. Credit 3 units.

**U69 Anthro 160 Introduction to Cultural Anthropology**

Equality, hierarchy, and stratification in tribal, peasant, and industrializing societies from past and present cultures. Comparison of the ways in which different cultures legitimate social difference; myth and ritual in relation to the social order and social process; patterns of authority and protest; theories of sociocultural change and evolution. Credit 3 units. UColl: NW

**U69 Anthro 1751 Introduction to Linguistic Anthropology**

This course provides an introduction to the theoretical foundations of linguistic anthropology, the study of language use in cultural contexts. The readings, lectures, and discussions will focus on linguistic anthropology’s integration of theory and ethnographic practice. Credit 3 units.

**U69 Anthro 190 Introduction to Archaeology**

Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological, and cultural issues facing humans from the earliest times to the present. Students gain
practice reconstructing the past through hands-on participation in two 1-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future. Credit 3 units. Arch: SSC

U69 Anthro 190B Introduction to Archaeology
Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological, and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two 1-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically about how the past is presented, and why, and the importance of the past as it relates to the present and future. Same as L48 Anthro 190B Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

U69 Anthro 2091 Achievements of Past Civilizations
This course is a selective survey of some milestone achievements of past civilizations that have a far-reaching impact on our modern society. Using examples from archaeological sites around the world this class will explore how these achievements have changed the developmental trajectory of humanities. A feature of this course is that it will not only discuss the achievements of the so-called cradles of civilization but also those areas that receive much less scholarly attention in the study of ancient civilizations, such as Central Asia and Sub-Saharan Africa. Besides learning about archaeological facts, students who take this course will also get exposure to basic archaeological theories and methods. Some topics we will cover in this class include the domestication of crops and animals, the emergence of early cities, the invention of metallurgy, and the arrival of state societies. Credit 3 units. UColl: NW

U69 Anthro 210 Archaeologic Fantasies & Hoaxes
American popular culture is saturated with pseudoscientific and fictionalized accounts of archaeological discoveries and interpretations. How can students of the past distinguish between fraud, fantasy, hype, and valid archaeological research? What potential merit do films, TV-oriented documentaries, and historical fiction offer? What role has racism played in attempts to deny indigenous peoples credit for their past achievements? This course looks at the popular culture of archaeology, providing tools for critical evaluation as well as lifetime enjoyment of the field as it is frequently sold to both the informed and the unwise public. Anthropology majors and non-majors are all welcome as are sophomores and motivated first-year students who have not yet declared majors. Same as L48 Anthro 212 Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S

U69 Anthro 216 Ancient Tools and Technology
This course explores the origins of important technological developments of the past, from both the perspective of modern archaeologists and ancient tool users themselves. From the earliest stone tools to the origins of metal working, the class will be organized around a technological theme. Specific topics include projectile technologies, pottery, and agricultural strategies. We will discuss the archaeological evidence for the emergence of different technologies and their role in major debates in archaeology. We also will examine organization of production, artifact style, and the ways in which tool use is integrated into social and cultural systems. Credit 3 units.

U69 Anthro 260 Topics in Health and Community
A survey of current topics in community health and medicine, with an emphasis upon social science approaches to issues affecting medicine and medical care in contemporary U.S. society. Issues include ethical debates in health care delivery, social stratification and health, access to health services, and factors affecting community wellness at local, national, and global levels. Presented as a weekly series of topical presentations by community health experts from the St. Louis area. Required for students enrolled in the Medicine and Society Program, and also open to other interested students. Credit 1 unit.

U69 Anthro 280 Introduction to Anthropological Genetics
Anthropology is the study of humans, past and present. In the post-genomic era, we now have the capability to uncover the genetic basis of being human. This course will examine the intersection of genetics and anthropology. Students will be taught the basic principles of molecular evolutionary analysis and population genetics that are applied to the study of humans and other primates. In addition, students will learn how genetic data can supplement the archaeological, linguistic, cultural, paleoanthropological, and comparative primate research of traditional anthropology. Specifically, we will survey (1) methods of measuring and drawing inferences from human genetic variation, (2) theories of modern human origins and peopling of the world, and (3) recent advances in studying the genetic underpinnings for human disease. The first portion of every class will be devoted to lecture while the latter half will be a discussion of the assigned articles. There will be one in-class laboratory in which we explore some of the electronic resources available to anthropological geneticists. Finally, we will spend part of one class engaged in lively scientific debate over the question: are modern humans still evolving? Students should leave this class with a basic understanding of the contribution of genetics to the field of anthropology and how anthropological knowledge can illuminate genetic findings. Credit 3 units.

U69 Anthro 300 Independent Study
Credit variable, maximum 3 units.

U69 Anthro 3014 Wining and Dining in the Classical World
The focus of this course will be food culture in Greek and Roman societies from the Archaic to the late Roman period. However, foodways from adjacent contemporary cultures will also be briefly examined. Sources will include textual evidence, as well as ethnographic studies of ancient people, iconographic and archaeological evidence, specifically osteological and botanical remains from archaeological sites. Experimental studies will be conducted in class to augment the learning experience of students. Same as U02 Classics 3031 Credit 3 units.
### U69 Anthro 302 People and Cultures of the Middle East
This course will introduce the cultural diversity and unity of the peoples of the Middle East. The emphasis is on historical and ethnological relationships, social and political structure, religious pluralism and contemporary youth issues. We will explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq, and Iran. We will access this material through short stories, poetry, biographies, essays, videos, blogs, and political and anthropological reports.
Same as L48 Anthro 302B
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

### U69 Anthro 3037 Animals and Monsters in Antiquity
The mythologies of dragons, giants, and sea-monsters can be better understood through the study of human/animal relations. From the early fossil hunters of prehistoric periods to modern day shepherds and mariners, this course examines the fascinating bond between humans and other species from the Paleolithic period in Europe and Western Asia to the present. Jungian exploration of the human psyche delves deeper into the phenomenon that produces demons in each individual and in every culture. The spiritual and secular uses of animals are discussed, as well as cross-cultural manifestations of monsters. Emphasis will be placed on the Archaic to Classical period in Greece when ancient testimonia, myth, epics, and iconography were particularly rich. Following this course, students should develop insight into the complex symbiotic relationship of humans and animals. Students should also be able to recognize and interpret the creation and manifestation of myths and mythological creatures through understanding cultural, psychological, and environmental contexts. They will also develop an awareness of their own demons and how their existence relates to other humans and the cosmos.
Same as U02 Classics 3032
Credit 3 units.

### U69 Anthro 3038 Ancient Technologies
This course is designed to examine technologies developed in the ancient world, from Prehistoric to Roman times. The course is structured around the use of key materials such as wood, textile, stone, clay, and metal. Larger themes, such as agriculture, warfare, and seafaring, combine these technologies to fulfill necessary and desired functions. The main focus of this course is Greek and Roman technologies, though some references will be made to adjacent cultures, such as Mesopotamian hunting, Egyptian engineering, Scythian tattooing, and the foodways and medicines of Germanic tribes. After the first two sessions, class will meet every alternate week for this hybrid course. Two meetings will include field trips to make pottery and observe cuttlebone metal pendant molding at Craft Alliance (material costs included in the fees), and examine manufacturing techniques from real artifacts at the Saint Louis Art Museum.
Same as U02 Classics 3036
Credit 3 units.

### U69 Anthro 3093 Anthropology of Modern Latin America
A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and feminism, the drug war, race and mestizaje, yuppies and revolutionaries, ethnic movements, pop culture, violence, multinational business, and the cultural politics of U.S.-Latin American relations. Attention will be given to the ways that anthropology is used to understand complex cultural and social processes in a region thoroughly shaped by globalization.
Same as L48 Anthro 3093
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

### U69 Anthro 3095 The Incas and Their Ancestors: The Archaeology of the Ancient Andes
From the hyper-arid desert of the Pacific Coast to the high-mountain plateaus of the Andes more than 12,000 feet above sea level to the lush forested Amazonian lowlands, Western South America presents one of the most diverse natural and cultural environments in the world and one of the few places where social complexity first developed. Beginning with the earliest human occupations in the region more than 12,000 years ago, this course examines how domestication, urbanization, the rise of early states, and major technological inventions changed life in the Andes from small village societies to the largest territorial polity of the Americas — the Inca Empire. Students will become familiar with the major debates in the field of Andean archaeology. Together, we will examine archaeological evidence (architecture, art, ceramics, metals, textiles, plant and animal remains, etc.) from context of everyday life (households, food production, craft production) to the rituals and ceremonies (offerings, tombs) that took place in domestic and public spaces. We will also touch on the role of Andean archaeology in the context of national politics and heritage sustainability.
Same as L48 Anthro 3095
Credit 3 units. A&S IQ: LCD, SSC BU: IS EN: S

### U69 Anthro 310C Ancient Civilizations of the New World
An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico through the inquiry into the roots, development, form, and evolutionary history of pre-Columbian civilization in each region from its earliest times to the rise of the classic kingdoms. Examples of respective artistic accomplishments will be presented and discussed.
Same as L48 Anthro 310C
Credit 3 units. A&S IQ: HUM, LCD Arch: SSC BU: HUM

### U69 Anthro 314 Prehistory of North America
A study of predecessors of the Eskimo, Northwest Coast Indians, Pueblo dwellers, mound builders, and other North American Indian groups and the development of pre-Columbian culture in North America.
Credit 3 units. UColl: NW

### U69 Anthro 3143 Plants in the Life of New World Cultures: Past and Present Perspectives
This course looks at the diverse ways in which past cultures in the New World domesticated, processed, consumed, and ritualized plants. Looking at pre-Columbian societies, we will study how certain plants native to the New World were used in daily and sacred activities, and how some are featured in myths and creation stories. We look at the period after the Columbian exchange to understand how colonialism in the New World and the introduction of Old World plants impacted societies in the New World. We will also consider how some of these New World plants shape the world we live in today. We will study both archaeological and historical perspectives, and learn to evaluate archaeological evidence that relates to the plant world in the Americas.
U69 Anthro 3152 Archaeology of Ancient Egypt
This course will cover major topics in the archaeology of ancient Egypt, incorporating the latest debates and archaeological discoveries. The course will emphasize Egyptian material culture, including settlements, landscapes, cities, tombs, pyramids, and temples, in order to model the wider cultural and social development over the past five millennia as well as the place of Egypt, globally. Students will learn to critically approach and assess Egyptian material culture in order to understand the social, historical, and geographical context of ancient Egypt — one of the most intriguing cultures in human history.
Same as L48 Anthro 3152
Credit 3 units. A&S IQ: SSC

U69 Anthro 3164 Origins of Chinese Civilization and Arts
This course traces Chinese civilization from its formative period, extending from the Neolithic period (10,000 BP to circa 3000 BCE), through the Bronze Age (from circa 3000 BCE to the Shang and Zhou dynasties) to the early dynastic period (Qin and Han dynasties). We cover a wide variety of contributions and achievements from early Chinese civilization, such as bronze vessels and metallurgy, porcelain, jade, writing systems, martial arts, and cuisine, as we become familiar with the history and material culture of the critical formative period of Chinese civilization.
Credit 3 units. UColl: NW

U69 Anthro 3206 Global Gender Issues
This course compares the life experiences of women and men in societies throughout the world. We will discuss the evidence regarding the universal subordination of women, and examine explanations that propose to situate women’s and men’s personality attributes, roles, and responsibilities in the biological or cultural domains. In general, through readings, films and lectures, the class will provide a cross-cultural perspective on ideas regarding gender and how gendered meanings, practices, and performances serve as structuring principles in society.
Credit 3 units.

U69 Anthro 3215 Food, Culture, Power
The foods we eat, the way we get them, the way we produce them, and the way in which we eat them speak volumes about our beliefs, our technology, our understanding of how the world works, and our ability to function within it. Food connects consumers and producers through vast global supply chains that enable cheap fresh food year-round for some but require others to live on desperately low wages. Throughout the world, the way we eat has serious consequences for how we make a living, manage our environment, and stay healthy. This course is designed to make students think critically about the food they eat and the way it is produced. This course is divided into four parts and each week will have a thematic focus. We will begin at the beginning — the origins of agriculture, modern hunting and gathering, and pastoralism. What did we evolve to eat? Is agriculture “better” than hunting and gathering? What does it mean to say that? The third section of the class will introduce us to the commodity chain — the way by which people who do not produce food themselves eat. How have the history and politics of our economy shaped the way that we eat globally? How has food been used to understand other cultures? Then we will discuss the views of food and agriculture that have informed our modern perception of food and production. Are there too many people? What does the future of food look like? Why do some foods make us nauseous while people love them? We will conclude by examining the recent wave of interest in alternatives to that system, questioning how food came to take such a prominent place in our society after such a long period of neglect.
Credit 3 units.

U69 Anthro 328 Anthropology of Religion in the Modern World
This course will provide students with the bibliographic, conceptual, ethnographic, and methodological basis to critically engage with the religious nature and diversity of contemporary societies. We will examine the origins and history of the roles of religion in the modern world and how these roles shape our understanding of contemporary societies. We will also study religious subjects and how societies deal with them. We will consider the relationship between religion and issues such as politics, race, gender and science. Finally, we will discuss the present and future of the study of religion, and specifically, of the anthropology of religion.
Credit 3 units.

U69 Anthro 3281 Introduction to Global Health
This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.
Credit 3 units. BU: SCI

U69 Anthro 3282 Introduction to Global Health
This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.
Same as L48 Anthro 3283
Credit 3 units. A&S IQ: LCD, SSC Art: SSC BU: IS EN: S

U69 Anthro 3283 Introduction to Public Health
This course provides a general introduction to the field of public health. It examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population-level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations. No background in anthropology or public health is required.
Credit 3 units.

**U69 Anthro 3306 Introduction to Forensic Anthropology**
This course is an introduction to the field of forensic anthropology, which involves the analysis of human skeletal remains within the context of a legal investigation. We will explore how forensic anthropologists use their knowledge of human osteology, dentition, skeletal variation, and pathology to identify human remains. Specifically, students will learn how to attribute sex, age, ancestry, and stature to skeletal material as well as how to establish the forensic context, estimate time since death, crime scene investigation, trauma identification, and recovery scene methods. A number of invited guest speakers will expose students to the multidisciplinary nature of this field. We will also discuss the application of forensic anthropology to human rights issues. This course will involve both lecture and hands-on labs during which students will be working with skeletal materials.
Credit 3 units.

**U69 Anthro 3309 Anthropological Perspectives On Care**
This course aims to provide an introductory survey of topics and approaches to the anthropology of care. It does so by drawing on a range of ethnographic, theoretical, and cross-disciplinary materials. This will allow us to think through and engage with care in its myriad forms, its presence and absence, its bureaucratization and management, its relation to kinship, relatedness, labor, and government. In the first part of the course, we will explore theories of care as moral practice with a feminist lens. In the second part, we will engage this lens with ethnographic materials about care in diverse settings that also shed light on the political, economic, and lived realities of care. These ethnographic and sociological works include explorations of the circulation of care in moral economies and its monetization as paid labor, the politics and "antipolitics" of health care in institutional settings, and the role of care in kinship, household formations, and life course regimes across cultures. This is a fully online course. Only University College students receive credit for online courses.
Credit 3 units.

**U69 Anthro 333 Culture and Health**
A survey of cultural dimension in health, disease, wellness, illness, healing, curing, as seen in selected alternative medical traditions. Shamanism, Ayurveda, Traditional Chinese medicine, homeopathy, chiropractic, and others surveyed and compared with conventional biomedicine. Lectures, video case studies, and discussion.
Credit 3 units. UC: NW

**U69 Anthro 3471 Archaeology of the St. Louis Region**
This course introduces students to archaeology of the St. Louis region and explores the cultures of its early inhabitants, from 12,000 years ago through the 19th century. We study a number of very important archaeological sites in the region, including Mastodon State Park, where artifacts of human manufacture were found in direct association with extinct mastodons dating to about 12,000 years ago, and Cahokia Mounds State Historic Site (a World Heritage Site) in Illinois, dating to the Mississippian period AD 1050-1350. We also examine methods and theories used by archaeologists to understand archaeological remains.
Credit 3 units. UC: NW

**U69 Anthro 3476 Archeologies of Graffiti from Antiquity to the Present**
The modern story of graffiti — revolving around social, economic, and political contexts such as bathroom stalls, subways and alleys steeped with urine and trash, decrepit buildings and train cars situated in less reputable areas of cities and towns — leads people to associate it with antisocial behaviors, dissent, and the vandalism of public and private property. However, some people consider graffiti as a legitimate form of art, communication, and a somewhat anonymous expression of current social climates. The disparity between these two perspectives has provided a great deal to study for social scientists. However, a consideration of graffiti's simple definition — words or drawings etched or painted on some surface in a public place — leads us to recognize that feats of graffiti originate way before the inner-city movements of the 1970s. In this class we will draw upon a range of studies from geography, art, sociology, anthropology, and history to broadly explore the creation and meaning of graffiti from antiquity to the present. Our goal is to learn how to examine the form, function,
and context of graffiti across cultures and through time, with regard to the circumstances of its creation. In doing so, we aspire to better understand what lies behind the human urge to leave a mark. Prerequisite: Introduction to Archaeology. Credit 3 units.

U69 Anthro 361 Culture and Environment
An introduction to the ecology of human culture, especially how "traditional" cultural ecosystems are organized and how they change with population density. Topics include foragers, extensive and intensive farming, industrial agriculture, the ecology of conflict, and problems in sustainability. Credit 3 units. Art: SSC BU: ETH

U69 Anthro 3621 Anthropology of Human Birth
This course will examine the interaction between human biology and culture in relation to childbirth. Emphasis will be placed on understanding the cultural challenges posed by the physiology of human reproduction, the ways various cultures have attempted to meet those challenges, and the resultant consequences that this has had for women's lives. The course will draw on material from human anatomy and embryology, paleoanthropology, clinical obstetrics, public health, social anthropology, the history of medicine, and contemporary bioethics. Same as L48 Anthro 3621 Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art; SSC BU: ETH EN: S

U69 Anthro 3625 The Female Life-Cycle in Cross-Cultural Perspective
This course will examine the biology of the female reproductive cycle — menarche, menstruation, and the menopause — and its cultural interpretation around the world. Topics covered will include the embryology of human sexual differentiation, the biology of the menstrual cycle and how it influences or is influenced by various disease states, contraception, infertility, cultural taboos and beliefs about menstruation and menopause, etc. The course will utilize materials drawn from human biology, clinical gynecology, ethnography, social anthropology, and the history of medicine and will examine the interplay between female reproductive biology and culture around the world. Same as L48 Anthro 3625 Credit 3 units. A&S IQ: LCD, NSM Arch: NSM Art; NSM BU: SCI

U69 Anthro 3665 Observing Animal Behavior at the St. Louis Zoo
This course is an introduction to methods for the collection of behavioral data in studies of animal behavior. Students will be trained in the design of research projects and the analysis and interpretation of behavioral data. Students will learn how different methods are used to answer specific questions in animal behavior research. Research will be conducted at the St. Louis Zoo. Credit 3 units.

U69 Anthro 3667 Primate Social Behavior
Credit 3 units.

U69 Anthro 3691 Kill Assessment: An Investigation into Death, Genocide, and Other Forms of Violence
This course analyzes violence as an integral component of culture and social relations, rather than as random acts which are marginal to society. We consider different types of violence — physical, intersubjective, structural and symbolic, and focus on its complex cultural, social, and structural manifestations. We study specific examples which span different historical time periods, regions of the world, scales of experience and disciplinary paradigms. Examples include state violence and genocide in Guatemala, torture in Chile and Argentina, structural and economic violence in Latin America, murder and the alienated work of serial killers in the U.S., violence and black humor, hip-hop aesthetics in Brazil, violence in new Brazilian cinema, and violence and care in neoliberal Chile. We also explore how violence becomes an aesthetic object, a commodity, and a valued resource for cultural production and consumption. This multifaceted approach helps us to evaluate particular anthropological contributions to our understandings of violence. Credit 3 units.

U69 Anthro 376 Warriors, Merchants, Monks, and Courtesans: Ancient Narratives of Globalization in Google Earth
This course examines the history of globalization through the texts and narrative accounts of those who lived and traveled along the trade routes of the Old World. Using hands-on tutorials and projects in Google Earth, we will examine how day-to-day local interactions and the experiences of individuals contributed to broader cultural exchanges and the shaping of ancient cosmopolitan centers. The course will cover four broad anthropological themes related to Old World history and globalization in conjunction with weekly lessons in Google Earth: globalization; culture and power; the intersection of commerce, politics, and religion; and the impact of climate and geography on history. Credit 3 units.

U69 Anthro 3775 Ancient Eurasia & The New Silk Roads
This course will explore the rise of civilization in the broad region of Eurasia, spanning from the eastern edges of Europe to the western edges of China. The focus of the course is the unique trajectory of civilization that is made evident in the region of Central Eurasia from roughly 6000 BC to the historical era (ca. AD 250). In addition to this ancient focus, the course aims to relate many of the most historically durable characteristics of the region to contemporary developments of the past two or three centuries. Fundamentally, this course asks us to reconceptualize the notion of "civilization" from the perspective of societies whose dominant forms of organization defied typical classifications such as "states" or "empires" and, instead, shaped a wholly different social order over the past 5000 years or more. This class provides a well-rounded experience of the geography, social organization, and social interconnections of one of the most essential and pivotal regions in world history and contemporary political discourse. Same as L48 Anthro 3775 Credit 3 units. A&S IQ: LCD, SSC, SD Arch: SSC Art; SSC BU: IS

U69 Anthro 3777 Compassion Cultivation Training
Compassion Cultivation Training (CCT) is an 8-week educational program designed to help students cultivate compassion, strengthen their resilience, feel more connected to others, and improve their overall sense of well-being. CCT is a distillation from Tibetan Mahayana Buddhist practices for developing compassion, adapted to a secular setting. Initially developed by Stanford University scholars with support from the Dalai Lama and a valued resource for cultural production and consumption. This multifaceted approach helps us to evaluate particular anthropological contributions to our understandings of violence. Credit 3 units.
Lama, CCT combines traditional contemplative practices with contemporary psychology and scientific research. The program involves instruction in a series of meditation practices starting with mindfulness-based meditation. The curriculum uses modern concepts of psychology and neuroscience to understand and enhance our ability to be compassionate.
Credit 1 unit. UColl: HUM, SSC

U69 Anthro 3795 Anthropology and Climate Change: Past, Present, and Future
This course provides an overview for interplay between humanity and global climate change that encompasses three-field anthropological subjects. Course material includes the role of climate change in shaping human evolution, human solutions to climatic challenges through time, the impact of human activities on the climate, and modern sociocultural examinations of how climate change is affecting the lives of people around the world.
Credit 3 units. UColl: OLI

U69 Anthro 387 Medical Anthropology
This overview of the field of medical anthropology provides a perspective on health, medical systems, disease, and culture. We examine beliefs about illness, healing, and the body across cultures. We learn to distinguish physical "disease" from cultural understandings of "illness" and explore the ways that cultural conceptions shape the experience of illness. We look at the interaction of biology and culture as it affects health and medical systems. Throughout the course, we compare other beliefs and health systems with our own culture's management of health and illness.
Credit 3 units. UColl: NW

U69 Anthro 3876 Darwin and Doctors: Evolutionary Medicine and Health
Back pain, diabetes, obesity, colds, even morning sickness. These are all common human health problems. But have you ever wondered why we have these and other health conditions? In this class, we will investigate this question — and others — specifically using evolutionary theory to inform current understandings of contemporary health problems.
Credit 3 units. Art: NSM BU: SCI

U69 Anthro 459 Human Osteology
Analysis of skeletal material recovered in human paleontological and archaeological excavations. The development of bone and major diseases that affect skeletal structure. Prerequisite: permission of instructor.
Same as L48 Anthro 459
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

U69 Anthro 4813 Zooarchaeology: Birds and Fishes
Methods and techniques of analysis of faunal remains recovered in archaeological context. Prerequisite: one course in archaeology and permission of instructor.
Credit 3 units.

Clinical Research Management
The Bachelor of Science in Clinical Research Management is designed for students in the early stages of a career in clinical research, as well as more experienced individuals who want to expand their knowledge and skills in the field. The program lays a foundation in principles and applications from the basic sciences, and then covers in greater depth the processes necessary in the management of studies that develop drugs, devices and treatment protocols for patient care. This customized, undergraduate program focuses on the scientific methods of clinical research, good clinical practice, research ethics, and the regulatory guidelines that protect human subjects — all integral components of clinical trial management in academic research or pharmaceutical industry settings.
Phone: 314-935-6700
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-clinical-research-management

Degree Requirements
Bachelor of Science in Clinical Research Management
All University College undergraduate students must satisfy the same general-education requirements (p. 74). Requirements specific to the major include:

Required Core Courses: 38 units

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>Bio 101</td>
<td>General Biology I</td>
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<tr>
<td>Bio 102</td>
<td>General Biology II</td>
<td>4</td>
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<tr>
<td>Bio 3221</td>
<td>Introduction to Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>Bio 3231</td>
<td>Introduction to Anatomy and Physiology II (Without Lab)</td>
<td>3</td>
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<tr>
<td>CRM 250</td>
<td>Fundamentals of Clinical Research Management I</td>
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<tr>
<td>CRM 251</td>
<td>Fundamentals of Clinical Research Management II</td>
<td>3</td>
</tr>
<tr>
<td>CRM 318</td>
<td>Introduction to Data &amp; Information Management in Health Sciences</td>
<td>3</td>
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<td>CRM 325</td>
<td>Research Ethics and Regulatory Affairs</td>
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<tr>
<td>CRM 330</td>
<td>The Business of Clinical Research</td>
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<tr>
<td>CRM 350</td>
<td>Practicum/Capstone</td>
<td>3</td>
</tr>
<tr>
<td>CRM 353</td>
<td>Pharmacology for Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>Phil 233</td>
<td>Biomedical Ethics</td>
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Total Units 38

Courses
Visit online course listings to view semester offerings for U80 CRM (https://acadinfo.wustl.edu/ucollege).
U80 CRM 250 Fundamentals of Clinical Research Management I
This introductory course provides the basic foundation for clinical research. We examine the historical evolution of research, linking it to the current regulations and guidelines for good clinical practice. Course material includes research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections, and an overview of study conduct. Credit 3 units.

U80 CRM 251 Fundamentals of Clinical Research Management II
This course focuses on the application of principles and theories covered in Fundamentals of Clinical Research Management I. Students will develop and complete documents for a specific assigned protocol. This will include completing institutional review board paperwork, writing an informed consent, developing source documents, and critiquing research articles. Prerequisite: Fundamentals of Clinical Research Management I or instructor permission. Credit 3 units.

U80 CRM 318 Introduction to Data & Information Management in Health Sciences
This course presents the basic principles for understanding the design, conduct, analysis, and endpoints of clinical trials. We will review statistical terminology and explain trial design from a clinician’s point of view, including theoretical and practical aspects of randomization, stratification, blinding, and single center versus multicenter trials. Additional topics include hypothesis formulation, commonly used research designs, statistical significance, confidence intervals, and statistical tests. Credit 3 units.

U80 CRM 325 Research Ethics and Regulatory Affairs
This course will provide an understanding of the ethical guidelines, issues, and challenges of conducting research on human subjects. We will explore issues such as conflict of interest, genetic testing, limits of confidentiality, risk, and the distinction between compliance and ethics. As we learn about protecting research groups and interests and explaining rights and liabilities, we will study health care legislation and regulations, guidelines, contractual matters, and the complex regulatory framework that governs human subject research. Finally, we will learn to use an ethical problem-solving model in clinical research. Credit 3 units.

U80 CRM 330 The Business of Clinical Research
An overview of the business elements of clinical research, this course covers drug and device development, the regulatory environment, finance, corporate structures, and the clinical trials office. We will consider stakeholders including pharmaceutical and device industries, academic and private research centers, government agencies such as the National Institutes of Health, nonprofit agencies and a variety of other organizations such as American Diabetes Association and the National Cancer Institute. We also will study local, state, and federal regulations, as well as international and global issues that impact the business of clinical research. Credit 3 units.

U80 CRM 350 Practicum/Capstone
This course provides student-specific guidance and experience in a clinical research environment. Students will engage in practical experiences in a field and therapeutic area of their choice, or, if desired, get exposure to diverse clinical research settings. The practicum will take place in departments within Washington University outpatient research settings, and pharmaceutical and device industry settings. Students already working in a clinical research environment will have the option of completing a research project with instructor approval or a hybrid between the practicum and the capstone in order to fit their goals. Prerequisite: completion of all other courses for the undergraduate degree and undergraduate certificate in the Clinical Research Management Program. May be concurrent with final course. Credit 3 units.

U80 CRM 353 Pharmacology for Clinical Research
This course presents the basic principles of pharmacology and their application to clinical research management to help ensure safe and effective management of drug trials. We will study the foundations of pharmacology, including the principles of drug absorption, distribution, metabolism and excretion, drug binding sites and interactions, and drug development. We also will examine pharmacological problems with special populations, and the emergent area of pharmacogenetics. In the second half of the course we will review important drug classes, with an emphasis on understanding "Investigator's Brochures," including drug action and place in therapy, pharmacology, toxicity, chemical properties, and kinetics. Credit 3 units.

Communications
The Bachelor of Science in Communications focuses on theories and applications of communications — organizational, interpersonal, cultural, political and social. Required core courses build a foundation in communications theory, history, ethics, law, technology and business. Students also select a concentration for greater professional focus in one of the following areas: Integrated Marketing Communications or Public Affairs.

The program core courses and concentration options represent the breadth and depth associated with the study of communications, and they define this field as an important standard of a liberal arts education. The program also emphasizes integration across academic disciplines and industry functions, and it provides the opportunity to analyze and implement communications and leadership skills in a range of organizational settings, media relations roles, and social or political advocacy functions in a changing and complex media environment.

Phone: 314-935-6700
Email: ucollege@wustl.edu
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-communications
Degree Requirements
Bachelor of Science in Communications

All University College undergraduate students must satisfy the same general-education requirements (p. 74).

The Bachelor of Science in Communications is a 45-unit program of study that includes 18 units of required core courses, a 12-unit concentration in Integrated Marketing Communications or Public Affairs, a required internship or independent study, and 12 units of elective courses.

**Required Core Courses:** 18 units

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<th>Title</th>
<th>Units</th>
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<td>Comm 203</td>
<td>Writing For Business Communication</td>
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<tr>
<td>Comm 234</td>
<td>Foundations of Communications</td>
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<td>Comm 262</td>
<td>Integrated Strategic Communications</td>
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</tr>
<tr>
<td>Comm 378</td>
<td>Communications Technology and New Media</td>
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<tr>
<td>Comm 381</td>
<td>The Business of Communications</td>
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<tr>
<td>Comm 416</td>
<td>Communications Ethics and Law</td>
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<tr>
<td><strong>Total Units</strong></td>
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<td><strong>18</strong></td>
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</tbody>
</table>

**Internship or Independent Study:** 3 units

**Electives:** 12 units

**Concentration in Integrated Marketing Communications:** 12 units

**Required:** Comm 350 Principles of Public Relations: Theory and Practice in a Digital Age

**Electives:** 9 units of advanced-level course work in communications, business, journalism, or others with approval.

**Concentration in Public Affairs:** 12 units

**Required:** Comm 372 Crisis Communications

**Electives:** 9 units of advanced-level related course work in business, political science, journalism, or others with approval.

**Courses**


**U48 Comm 203 Writing For Business Communication**

Effective and appropriate written communication skills are a distinct advantage to any employee and an essential requirement for today's manager. In this course we will take a creative and active approach to increasing your knowledge of communications principles and formats as well as your ability to express yourself in a variety of written forms, including memos, proposals, presentations and reports. Communications strategy, and the importance of how the message, medium and an understanding of the audience all relate to affect communications outcomes, will also be reviewed. Prerequisite: one college-level course in English composition. Credit 3 units. UColl: OLI

**U48 Comm 204 Writing for Survival**

The focus of this course is clarity of expression in written documents and verbal exchanges, with an emphasis on effective communication in the workplace. Students will study and practice writing business letters, memorandums, proposals, reports, press releases, and speeches. Additionally we develop and deliver presentations using adaptive learning technology. Using writing and presentation skills acquired in the course, students will propose and develop a nonprofit organization, focusing on a strategic communications strategy for this new organization. Credit 3 units.

**U48 Comm 211 Introduction to Journalism**

This course provides an overview of hands-on journalism skills with an emphasis on clear, accurate, and persuasive writing. Students will learn how to get the story, conduct interviews, report the story, and proofread their work. We will study and practice the art of pursuing a story, digging up and verifying facts, sorting fact from opinion, and uncovering information using principles of fairness, truth, and accuracy. As the format for news distribution varies and changes regularly, the course prepares students to use all platforms, including newspaper, television, radio, Facebook, Twitter, social media, citizen journalism, blogs, vlogs, and all other formats. Same as U49 JRN 211 Credit 3 units.

**U48 Comm 211 Introduction to Public Speaking**

Public speaking is a skill essential for success in most professional careers. The focus of this class is to develop the basic ability and confidence necessary to speak effectively in public. The presentation skills we will work on are proper diction, projection, breath control, effective use of the voice and body, writing to be heard not read, oral critiques, and informative and persuasive speaking. Critical listening and group work will also be emphasized. Credit 3 units.

**U48 Comm 218 Website Design and Development**

This course covers website development using the three methods that have been used since web design first began: hand-coding HTML using a text editor; building webpages using a WYSIWYG editor like Dreamweaver; and using the most modern method, a Content Management System that separates design from content while making it easy for nontechnical users to update a site. We will cover design principles, Cascading Style Sheets, server-side vs. client-side technologies, web browsers, and web servers. We will conclude the course with a brief overview of the future of web development: XHTML and XML. Credit 3 units.

**U48 Comm 222 Principles of Reporting and Interviewing**

Credit 3 units.
U48 Comm 234 Foundations of Communications
This course examines the dynamic field of communications, including its history, the changing state of media, and current technologies. Students will also explore the economic, social, legal, and ethical questions associated with media. The course provides a foundation for careers in marketing, public relations, advertising, politics, management, and international enterprises. Credit 3 units.

U48 Comm 252 Internship in Communications & Journalism
Requires approval from site sponsor, coordinator and dean in University College. Credit variable, maximum 3 units.

U48 Comm 258 Introduction to Marketing
Today's communications practitioner often functions in an integrated environment that includes marketing, advertising, and public relations. This course will provide an introduction to concepts and practices used in strategic marketing. With the aid of case studies, students will review the latest challenges and solutions faced by some of today's leading marketers. In addition to covering the traditional 4 “P”s of marketing — product, price, place, promotion — the course will focus on understanding the customer's connections to the product along with the technologies that make that possible. Upon completion of this course, students will acquire a basic understanding of the strategies needed to create a comprehensive marketing plan. Recommended for the Liberal Arts and Business (LAB) Certificate. Credit 3 units.

U48 Comm 260 Marketing Communications
An introduction to advertising, public relations, and promotions and how they influence communications, journalism, and mass media. Students explore each of the "three sisters" of marketing and how they are used to build integrated marketing programs. Specific tools, including special events, direct mail, sponsorship, and press materials, will be discussed. In addition, the class will examine current and memorable marketing campaigns, view new technologies, and learn techniques and trends from professionals in the marketing field. Credit 3 units.

U48 Comm 261 The Story of Murder
Credit 3 units.

U48 Comm 262 Integrated Strategic Communications
Strategic communication programs enable organizations to accomplish business goals by building and maintaining trusted relationships with their most important communities. A strategic communication plan includes clear and measurable objectives, is based on positioning that clearly differentiates the organization, and takes advantage of appropriate and effective tactics. This course provides an overview of all aspects of strategic communication and how they relate to each other in corporate, agency and not-for-profit environments. It covers the critical concepts needed to manage diverse communication disciplines — including marketing, branding, advertising, public relations, promotions, graphic design, traditional and new media. This course provides the foundation in theory and practice required by today's business executives and professional communicators to create and manage successful programs, using all available strategic communication techniques.

Credit 3 units.

U48 Comm 280 Using Everyday Technology
This course provides an overview of key computer technologies that are useful in business and at home. Topics covered include computers, the internet, networking, digital music, security, operating systems, web browsers, email, DNS, MP3, HTTP, Linux, Firefox, and BitTorrent. Additionally, we learn more creative and efficient ways of using standard office applications, such as Word, Excel, and PowerPoint, to improve work performance. Credit 3 units.

This course examines the relationships between the public and influential institutions, especially different levels of government and media communication networks. Students also study how changes in communications and media, including the internet, print, and social media, have influenced the field of public affairs. Related course topics include lobbying, publishing, and entertainment, their interface with political, economic, and social issues, and their influence on the work of public affairs professionals. We also will analyze how changes in the media impact international communication, and how these influence our understanding of other cultures, regions, and countries. Credit 3 units.

U48 Comm 2901 Black Voices and Crusading Journalists: Frederick Douglass to Oprah
Credit 3 units.

U48 Comm 305 Market Research and Communications Strategies
This course provides an overview of market research techniques with an emphasis on planning for communications campaigns. The course provides a hands-on look at several popular market research techniques used in supporting communications, such as focus groups and phone surveys. No previous knowledge of statistics is necessary. Recent case studies are used to illustrate how research results have influenced communications campaigns. This course is fully online. Only University College students receive credit for online courses. Credit 3 units. UColl: OLI

U48 Comm 306 Digital and Content Marketing
Students in this course will learn how to incorporate a strategic digital marketing plan into broader marketing strategies in best practices organizations. Studying how content marketing converts interested buyers into customers, we will learn and practice the four E’s of content marketing — educate, engage, encourage, and embrace repeat customers — and study essential digital marketing skills and practices such as inbound marketing and website search engine optimization (SEO). We also will examine how content marketing and SEO influence the website conversion funnel, all along learning and using reliable data analytical tools such as Google analytics. Students will be able to connect and fully understand the relationship between a company website, marketing strategy, current and prospective customers, and an effective inbound marketing program. Credit 3 units.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>U48 Comm 308</td>
<td>Making the Cut: Editing Digital Video</td>
<td>This course introduces students to video editing: reducing hours of recorded video to compelling moments, creatively weaving together the best parts to attract and hold viewers. Students will use supplied video material to learn how to guide the viewer's attention, build suspense, and inform the audience. We will also learn tricks to fix common mistakes made in the field and explore higher-level production methods, such as color-correction and picture in a picture technique, to achieve a professional look. By the end of the course, students will be proficient in simple edits to create the equivalent of a basic short narrated video package or promotional video. Students will also learn to improve videography skills by seeing what works in the editing suite. Credit 3 units.</td>
</tr>
<tr>
<td>U48 Comm 3090</td>
<td>Social Media for Public Relations</td>
<td>This class introduces students to the various ways social media may be used in the practice of public relations and marketing. We use the traditional steps of research, strategy, and measurement and apply them to online campaigns. We learn about various emerging social media technologies — including blogs, wikis, Facebook, Twitter, and LinkedIn — and how they have changed the world of PR and marketing. Credit 1 unit.</td>
</tr>
<tr>
<td>U48 Comm 313</td>
<td>Communications Technology &amp; the Law in the Digital Age</td>
<td>Credit 3 units.</td>
</tr>
<tr>
<td>U48 Comm 314</td>
<td>Persuasive Writing</td>
<td>Methods of argumentation, ranging from those presented in Aristotle's <em>Rhetoric</em> to those found in the editorial pages of today's newspapers. Emphasis on persuasion as a writing skill useful in fields such as law, journalism, business, and government. Same as U11 EComp 314 Credit 3 units.</td>
</tr>
<tr>
<td>U48 Comm 315</td>
<td>Sports Reporting and Writing</td>
<td>The fundamentals of sports reporting. Includes formats ranging from &quot;play-by-play&quot; to interpretive or personal opinion pieces commonly printed as sports columns. Same as U49 JRN 315 Credit 3 units.</td>
</tr>
<tr>
<td>U48 Comm 316</td>
<td>Sports, Media and Society</td>
<td>This course is aimed at preparing journalists for the challenge of covering contemporary sports in America, but it is not a class about sportswriting so much as a class about the issues sportswriters — and intelligent sports fans — need to understand. We will take a critical look at a number of sport-related issues and study the role of the media in the multimillion dollar industry that is big-time spectator sports. Discussion also of the roles sports serve in modern American culture. Same as U49 JRN 316 Credit 3 units.</td>
</tr>
<tr>
<td>U48 Comm 318</td>
<td>Advanced Website Design and Development</td>
<td>This course focuses on two of the most important advanced areas of web development: Cascading Style Sheets (CSS), which allow developers to set the formatting and positioning of webpages in a standards-based and robust way; and Content Management Systems (CMS), which enable developers to design template-driven websites using powerful macros and scripting while making it easy for nontechnical users to manage their own websites. Understanding CSS and CMS, web developers can proceed to the next level of web development. Each student will get space on a CMS server while the class is in session. Prerequisites: U48 218 Website Design and Development or instructor permission. Credit 3 units.</td>
</tr>
<tr>
<td>U48 Comm 3240</td>
<td>Intercultural Communication</td>
<td>This course is designed to further students' sensibility toward cultural variables and to cultivate their practical skills in managing cultural diversity in everyday life and business. Our interrogation focuses on how cultural variables affect the thought, behavior, value systems, the transmission and interpretation of messages, and characteristics of interpersonal and cross-cultural communication. We learn key concepts in this field (verbal and non-verbal communication, individualism and collectivism, stereotypes and ethnocentrism, etc.) and issues of particular concern in the current world (inter-ethnic/racial relations, and intercultural communication in classrooms, medical care, and international business, etc.). Same as U43 IS 324 Credit 3 units.</td>
</tr>
<tr>
<td>U48 Comm 3241</td>
<td>Professional Writing, Speaking, and Presentation</td>
<td>A course in organizational communications drawing upon the &quot;means of persuasion&quot; from classical rhetoric to PowerPoint. Practice in writing, speaking, and listening in the various formats: paper, oral presentations, and internet. Comparative analysis of what works best with varying topics, situations, audiences, and purposes. Same as U11 EComp 324 Credit 3 units.</td>
</tr>
<tr>
<td>U48 Comm 326</td>
<td>Blogs to Wikis: Building Community in a Virtual Environment</td>
<td>Credit 3 units.</td>
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<tr>
<td>U48 Comm 328</td>
<td>Online Journalism</td>
<td>The internet continues to have a major impact on the practice of journalism. All major newspapers now maintain websites; journalists routinely use the World Wide Web for research and communication purposes, including interviews; many newspapers maintain themselves online as information portals; and the web itself has given birth to a wide variety of online journals, magazines, and newsletters. Some have said that the internet is &quot;democratizing&quot; journalism, in that a major capital investment is no longer necessary to participate in the journalism marketplace. This course will examine the rapidly developing state of online journalism, including how traditional print newspapers and news magazines are utilizing the World Wide Web; &quot;webzines&quot; and other online publications; how online journalism differs from print and broadcast journalism in style, technique and content; and how the web both simplifies and complicates journalistic research. Same as U49 JRN 328 Credit 3 units.</td>
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</tbody>
</table>
U48 Comm 330 Photojournalism
This course introduces students to the tools, techniques, and concepts of visual journalism; the mechanics of photography and its uses as a language of communication. Students develop an awareness of photography and a point of view through shooting assignments. The benchmark for success is understanding concepts, not photographic expertise. No darkroom work. Access to a digital or film camera and a flash is required. No disposable cameras.
Same as U49 JRN 330
Credit 3 units.

U48 Comm 331 Technical Writing
For those whose professions require them to present complex information precisely, logically, and efficiently. Examination of the audiences for technical writing and effective methods of organizing information to meet their needs. Variety of formats: letters, memos, trip reports, progress reports, proposals, and informal reports.
Same as U11 EComp 331
Credit 3 units.

U48 Comm 3411 Technology for Managers: Tools and Strategies
This course is designed for managers involved in making business decisions involving technology. Students are expected to know how to use a computer, but this course is not a hands-on tutorial. Instead, we will discuss a range of issues focusing around modern technologies used by businesses around the world. Topics include networking, communications, open source software, content management systems, computer based training, web services, website usability, wireless, productivity tools, and more.
Credit 3 units.

U48 Comm 3451 Effective Editing
Today's communicators don't just write, they also must edit their work for posting on a website or publishing in print. Learn about editing, including the basics of professional-grade grammar, punctuation and style usage. Most editing today involves not just copyediting, however. Communicators must know how to spot sexist and racist language, poor organization and imprecise sentences. This class will help students edit others' work, and, most importantly, their own.
Same as U49 JRN 345
Credit 3 units.

U48 Comm 350 Principles of Public Relations: Theory and Practice in a Digital Age
This course provides an overview of public relations and its role in today's society. We will consider theoretical and practical applications of communications with various publics, including the news media, employees, consumers, the community, shareholders, and the government. We will also analyze issues, trends, and developments in the PR field. Prerequisite: U48-210 or 211 or permission of instructor and junior standing. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates. This course is fully online. Only University College students receive credit for online courses.
Credit 3 units. UColl: OLI

This course examines the changing world of communication, publishing, and entertainment and its interface with political, economic, and social issues on a global scale. We look at a variety of new media that influences global communication, including the internet, digital, print, and visual media. We also will analyze how changes in these media impact international communication, and how they influence our understanding of other cultures, regions, and countries.
Credit 3 units.

U48 Comm 370 Communications Ethics and Law
Libel, privacy, sunshine laws, freedom of information actions, press privilege, public persons, public places; public records; copyright, plagiarism, slander, source protection, rights of professional reporters, publishers, photographers, or freelance writers. Discussion of key legal cases.
Credit 3 units.

U48 Comm 374 Communications That Work
Credit 3 units.

U48 Comm 378 Communications Technology and New Media
This course explores concepts, production, design, publications, strategies and practical applications of interactive media. The course focuses on emerging topics and technologies to help students develop strategies for addressing and resolving both basic and complex issues associated with interactive media. Case studies and guest speakers will be introduced to examine a range of interactive media topics including SEO, web advertising, social media marketing, interactive public relations, web design and development, media measurement, email marketing, and games and entertainment.
Credit 3 units.

U48 Comm 381 The Business of Communications
This course presents the business side of journalism and media organizations, from publication and creation of content to day-to-day operations. Students will study business practices and procedures of all types of media organizations, with emphasis on sales and marketing, product distribution, production, and audience identification and engagement. We also will learn to develop publications and products which speak to readers and viewers.
Same as U49 JRN 381
Credit 3 units. UColl: OLI
**U48 Comm 382 Reputation at Risk: Crises, Crashes, and Recoveries**

In this intensive course we will study the public relations practices of crisis management using case studies, mock drills, simulations, and practical exercises. Case studies include Paula Deen, Schnucks, and BP crises. We also examine social media’s role in solving or escalating a crisis. Examining both short-term and long-term strategies, we will explore the importance of relationship building for managing a crisis and guarding reputation. This is a fully online course. Only University College students receive credit for online courses.

Credit 3 units.

**U48 Comm 383 Politics of Encryption: Snowden, Surveillance, and the Fourth Amendment**

In 2013 Edward Snowden disclosed the existence and extent of worldwide government surveillance, leading to important debates about encryption, surveillance, and control. This course uses the implications of Snowden’s revelations as a takeoff point to explore the politics of encryption. Topics include encryption and secure communications, the use of encryption by terrorists and criminals, United States and international laws concerning encryption, and the clash between businesses like Apple and U.S. intelligence agencies.

Credit 3 units.

**U48 Comm 400 Independent Study**

Credit variable, maximum 3 units.

**U48 Comm 416 Communications Ethics and Law**

In this course we will analyze principles that influence ethical judgment in the newsroom, the public relations firm, and the broader communications business. We will look at historical foundations of ethical thought in communications, study laws governing mass communications, and examine tools and strategies for ethical judgment in the field. We also will consider how one’s personal ethical framework influences judgment, and use case studies to analyze ethical questions associated with social responsibility, commercial speech vs. political speech, and censorship.

Credit 3 units.

**Economics**

Economics is an excellent course of study to pursue because it contributes to a broad liberal arts education and it can help students develop superior problem-solving skills — whether a student is in the work force or considering graduate work in business, law, engineering or the social sciences.

The economics major will familiarize students with the problems of a modern economy and the tools of analysis developed by economists. It emphasizes both the development of analytic models and their application to such real-world problems as inflation, unemployment, taxation, poverty, pollution, government decision-making and regulation.

**U48 Comm 422 Topics in Communications and Journalism**

Credit 3 units.

**U48 Comm 453 Internship in Public Relations and Advertising**

Credit variable, maximum 3 units.

**Degree Requirements**

All University College undergraduate students must satisfy the same general-education requirements (p. 74).

Note: For both the major in economics and the minor in economics, Calculus (Math 155, at least) is recommended.

**The Major in Economics**

Total units required: 30

**Required Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 1011</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 1021</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 406</td>
<td>Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 407</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 414</td>
<td>Econometric Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective courses (12 units; at least 9 units at the 300-400 level):

- Electives can be drawn from U07 electives or the following courses (other courses with permission):
  - U44 Bus 263 Financial and Managerial Accounting
  - U44 Bus 342 Business Finance
  - U20 Math 133 Programming with Python

- Recommended:
  - U20 Math 155 Calculus I is strongly recommended.

### The Minor in Economics

Total units required: 15

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>Econ 407</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

### Elective courses:

- One economics elective (3 units) having Econ 1011 and/or Econ 1021 as a prerequisite.

### Courses


**U07 Econ 1011 Introduction to Microeconomics**

Determination of prices; distribution of national income; theory of production. For a thorough introduction to economics, Econ 1021 also should be taken. Credit 3 units. A&S IQ: SSC, AN Arch: NSM, SSC Art: NSM, NSM, SSC

**U07 Econ 1021 Introduction to Macroeconomics**

Business fluctuations: inflation, recession; monetary and fiscal policy; economic development. For a thorough introduction to economics, Econ 1011 should also be taken. Credit 3 units. Arch: NSM, SSC Art: NSM, SSC

**U07 Econ 220 Financial Statement Analysis**

Accounting terminology and theory form the base for all later knowledge in the financial services area. This course presents the highlights of basic and intermediate accounting. The goal is to enable students to evaluate accounting statements when making financial decisions, not to train professional accountants. The focus is on the principal financial statements (balance sheet, income statement, statement of cash flows, etc.) and core analytical tools. Credit 3 units.

**U07 Econ 308 Real Estate Investments**

The theoretical and practical aspects of investing in real estate, including investment strategies, types of real estate, forms of ownership, analysis of risk factors, leverage, effects of inflation, methods of valuation, analysis of financial statements, tax effects, special considerations for the small or first-time investor, how and when to buy, and knowing when to sell. No previous real estate training necessary. Credit 3 units.

**U07 Econ 313 Economies in Transition and Development**

This course examines transition and development in world economies experiencing unprecedented change. In the course we'll cover the main episodes and events in the development of the world economy in the past 300 years, split into two main parts. The first part will be about the development of the Western world, beginning at the time of the Malthusian era, moving on to the take-off of growth in the Industrial Revolution and the Great Divergence in living standards that followed, ending with the Golden Era of the 1950s and 1960s and the challenges faced at the start of the 21st century. The second main part of the course will cover the histories of other major regions — the Soviet Union, Asia, Latin America and Africa as they catch up, fall behind, and converge with the lead established by the West. This course will consider the economic history of "what" happened as well as touch on theories of "why" these events happened and "how" we can use these economic history lessons going forward. Prerequisites: U07 Econ 1011 and U07 Econ 1021. Credit 3 units.

**U07 Econ 335A Money and Banking**

Money and the monetary system; money creation by the banking system; central bank functions; monetary theory and economic policy. Prerequisites: Econ 1011 & 1021. Same as L11 Econ 335 Credit 3 units. A&S IQ: SSC Art: SSC EN: S

**U07 Econ 352 Health Economics**

Analysis of consumer demand for health care, medical technology, and the role of health insurance. Emphasis placed on behavior of the physician (whether he acts as an agent for the consumer or on his own behalf); on the use of paramedics, preventive care, outpatient care, and the general market organization of the health industry. The major concern will be the rising cost of health care and appropriate public policy responses. Prerequisite: Econ 1011. Credit 3 units. Art: SSC BU: BA EN: S

**U07 Econ 3531 Law and Economics**

The application of economics concepts and analysis to legal and public-policy issues. We broadly examine the roles of prices and markets, the causes of market failures and the criteria for "corrective" intervention. Specific topics include (1) the long-run and short-run economic interests of individual, corporate and public sector clients in a variety of legal contexts, (2) the normative judgments that are implicit in many economic policies and the legal structures implementing such policies; and (3)
the uses and limits of economic analysis and economic data in solving a variety of social problems. Prerequisite: U07 Econ 1011.
Credit 3 units.

U07 Econ 355 Environmental Economics
Environmental economics is a subfield of economics concerned with environmental issues, both theoretical as well as applied and public-policy oriented. Central to environmental economics is the concept of market failure, particularly the existence of externalities. Correcting for externalities and crafting acceptable public policy responses will be a central focus of this course. Topics explored will include: consumer theory and valuation; pollution and production theory; environmental protection and welfare; the Coase Theorem; resource management; and economic growth and environmental sustainability. Prerequisite: Econ 1011.
Credit 3 units.

U07 Econ 362 Investment Chart Analysis
Investment Chart Analysis, also known as "Technical Analysis," represents one of two major methods of analyzing securities (e.g., stocks, futures and commodities, foreign exchange, etc.), with the other method being "Fundamental Analysis." Technical Analysis involves studying the statistics generated as a result of market activity. In other words, we look at supply and demand in a market, with the goal of predicting what direction, or trend, will continue in the future. The purpose of this course is to present the basic skills used in Investment Chart Analysis. Topics covered will include: an overview (including the difference between "fundamental" and "technical" analysis), the definition of a chart, how to recognize and use trends, how to characterize indicators (i.e., of a change in trend) and how to use basic statistics (such as a moving average) as indicators of changes in trends. The course grade will reflect weekly homework assignments, a midterm exam and a final exam. Data, charts, modeling and back test analytic programming software included. Computer literacy required. Prerequisites: Econ 1011, Econ 1021, Math 205.
Credit 3 units.

U07 Econ 375 Global Financial and Trade Policy
Concept of comparative advantage arguments for free trade and protectionism and balance of payments adjustment over fixed and flexible exchange rates. Prerequisites: U07 Econ 1011 and 1021.
Credit 3 units.

U07 Econ 3801 Regional Economics & Geographic Information Systems (GIS)
Classical theories of economics are the foundation of today's regional thinking, and they are the starting point of this course. Modern information technology in the form of Geographic Information Systems, Global Positioning Systems and mobile computing have combined to empower traditional theories with a penetrating pretense in application to contemporary public and private sector issues. New case-study material and hands-on learning practice sets drawn from spatial situations in logistics management, infrastructure design, operation and maintenance, Utilities and energy management, operations, and maintenance, resource allocation and optimization, transportation, disaster avoidance, management, and recovery, and marketing and distribution provide customized learning examples. Prerequisite: U07 Econ 1011 (or similar introduction to microeconomic principles).
Credit 3 units.

U07 Econ 406 Intermediate Microeconomics
Analytic theory of consumer and producer behavior under perfect and imperfect competition. Coverage of demand theory (indifference curves and utility functions) and preferences under uncertainty, including expected utility and risk aversion. Development of the concepts of competitive equilibrium and Pareto efficiency. Prerequisite: Econ 1011. (Calculus I recommended.)
Credit 3 units.

U07 Econ 407 Intermediate Macroeconomics
Analysis of forces that determine the general level of prices, output, and employment: relationship between economic growth and business fluctuations; policies of achieving full employment and price stability. Prerequisite: Econ 1021. (Econ 1011 and Calculus I recommended.)
Credit 3 units.

U07 Econ 414 Econometric Techniques
Basic techniques of econometric analysis, including multiple and generalized linear regressions, residuals analysis, instrumental variables, simultaneous equation methods, and logit and probit models. Students apply the theory with regression analysis using econometric software packages. Prior experience with a computer keyboard or word processor useful. Prerequisite: U07 Econ 1011 and 1021, or U20 Math 205 or equivalent.
Credit 3 units.

U07 Econ 427 Economic Systems in Theory and Practice
Theory and practice of mercantilism, capitalism, and socialism. Historical and contemporary examples considered, with contemporary focus on Latin America, Eastern Europe, and Hong Kong. Primary emphasis on choices open to individuals; pecuniary and non-pecuniary prices paid to exercise those choices. Statistical evidence and case studies will be used. Course requirements include weekly written critique. Prerequisite: U07 Econ 1011 or 1021.
Credit 3 units.

English
Because it speaks to our imagination, literature allows us to approach the moral, ethical, social, and political dilemmas of the human situation in an integrated way. The beautiful and the well-argued, the felt and the reasoned, the actual and the possible, the message and the medium: Students of literature do not treat these spheres as distinct aspects of human existence. In our department, they bring them together. The result is that an English major is recognized as a strong foundation for careers in communications, business, law, social work, the fine arts and teaching.
Course work introduces students to important literary texts and to the development of the English language and the origins of Western literature and culture. Students develop reading and writing skills, rigorous critical thinking skills, and the ability to
communicate complex ideas persuasively, all while obtaining a broad liberal education.

Phone: 314-935-5190
Email: english@wustl.edu
Website: https://ucollege.wustl.edu/programs/undergraduate/bachelors-english

Degree Requirements
Bachelor of Science in English

Requirements for the Major
All University College undergraduate students must satisfy the same general-education requirements (p. 74).

English majors are required to take 10 courses as noted below: two required introductory courses; four required 300-level courses; and four 300-level electives. Before enrolling in any literature course, students must satisfactorily complete Principles of Writing (EComp 101).

Two Introductory Courses
Intended to be taken first, these courses are critical surveys of the literary history of the major literatures in the English language. Along with an understanding of the historical movements in literature, these courses will also help students develop a vocabulary of critical analysis and literary criticism:

- Literature in English: Early Texts and Contexts (ELit 261)
- Literature in English: Modern Texts and Contexts (ELit 262)

Four 300-Level Courses

- Introduction to Literary Theory (ELit 3552) plus three historical courses. Students must select at least one course from each of the following groups:
  - Group 1: Medieval, Early Modern
  - Group 2: the 18th Century, the 19th Century, the 20th Century and later

Four 300-Level Electives

The Minor in English (15 units)

Required Courses (6 units)

- Literature in English: Early Texts and Contexts (ELit 261)
- Literature in English: Modern Texts and Contexts (ELit 262)

Elective Courses (9 units)

- Advanced-level courses in English, one of which must be in literature pre-1700

Courses

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**U65 ELit 211 Chief English Writers I**
Introduction to major writers: Chaucer through Milton in U65-211; post-Milton to Joyce in U65-212.
Credit 3 units.

**U65 ELit 212 Chief English Writers II**
Introduction to major writers: Chaucer through Milton in U65-211; post-Milton to Joyce in U65-212.
Credit 3 units.

**U65 ELit 2151 Introduction to Literary Study II: Modern Texts, Contexts, and Critical Methods**
This course provides beginning students of English with a chronological outline of early literature in English from the middle ages to the late 18th century. It introduces them to the central themes, genres, and forces that have shaped the early history of literature as well as the tools, vocabularies, and critical practices of literary studies. We will organize our semester around four themes: inventing a nation; the sacred and the secular; centers and margins; private and public. We will study, among others, four of the following key texts and authors: Sir Gawain and the Green Knight, Chaucer, Shakespeare, Milton, and one of Defoe's novels.
Same as L14 E Lit 2151
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

**U65 ELit 257 The Art of Poetry**
We will examine the tools of the trade from rhyme to reason in an effort to understand the value of poetry: how it works as an art form, why it is the purest expression of human feeling and thought, why and how its message is rendered in pictures made out of lines, stanzas, and musical sounds. We will learn how to explicate, maybe to imitate. Writers of fiction and the personal essay should benefit from our emphasis on the sense of concretion and condensation. Poets will get to study and practice.
Credit 3 units. UColl: ENE, ENL

**U65 ELit 261 Literature in English: Early Texts and Contexts**
Credit 3 units.

**U65 ELit 262 Literature in English: Modern Texts and Contexts**
This course provides beginning students of English with a chronological outline of modern literature in English from Romanticism to the present. It introduces them to the central themes, genres, and forces that have shaped the modern history of literature as well as the tools, vocabularies, and critical practices of literary studies. We will organize our semester around five themes: literary revolutions; questions of genre; subjectivity and authorship; gender, sexuality, and identity; modernism. We will study texts from Britain/Ireland, the United States, and at least one example of global literature in English.
Credit 3 units.
U65 ELit 300 Independent Study
Credit 3 units.

U65 ELit 301 Practical Criticism
Poetry and short fiction serve as texts for practice in close reading. Class discussions and frequent though brief papers encourage students to explore a variety of interpretive approaches. Strongly recommended for English majors.
Credit 3 units. UColl: ENL

U65 ELit 305 Topics in Literature and Culture
Topics vary by semester.
Credit 3 units. UColl: ENL

U65 ELit 307 The Writing of the Indian Subcontinent
The Indian subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select subcontinental writers. Covering both fiction and nonfiction by several authors including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatjie and Romesh Gunesekera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.
Same as L14 E Lit 307
Credit 3 units. A&S IQ: HUM, LCD Art; HUM BU: HUM

U65 ELit 310 Topics: How Medieval is Game of Thrones?: Fact and Fiction in Modern Medievalism
Credit 3 units. UColl: ENL, OLI

U65 ELit 311 Topics in English and American Literature
Credit 3 units. UColl: ENL

U65 ELit 312 Topics in English and American Literature
Credit 3 units. UColl: ENE, ENL

U65 ELit 3122 American Literature after the Cold War
We will read Beowulf, Sir Gawain and the Green Knight, Chaucer's Troilus and Criseyde, The Mabinogion, The Tain, Margery Kempe, and Malory's Morte d'Arthur.
Same as L14 E Lit 3122
Credit 3 units. A&S IQ: HUM Art; HUM BU: HUM

U65 ELit 3131 Seamus Heaney
By the time Seamus Heaney was awarded the Nobel Prize for Literature in 1995, he had already built a reputation as one of the foremost poets of his generation, a leading figure in 20th- and early 21st-century verse, widely seen as the true successor to W.B. Yeats as the national bard of Ireland. This course examines the arc of his literary career, working our way chronologically through the poetry, exploring texts in conjunction with their contexts, seeking a deeper understanding of form and meaning through close reading and scholarly engagement with a full range of his writing. Readings include poems from the volumes Death of a Naturalist, Wintering Out, Door Into the Dark, North, Station Island, Seeing Things, The Spirit Level, Human Chain, and others.
Same as U47 IRISH 317
Credit 3 units.

U65 ELit 3142 "What's Love Got to Do with It?": Investigating the Love Poem
Just what is a "love poem"? Does it have to be romantic? In this course we will use these questions to develop a more nuanced appreciation of love poetry across cultures and ages. From the fragments of Sappho, the mystic poetry of India, and the erotically-tinged sonnets of Shakespeare and Donne, to modern and contemporary poets like William Carlos Williams, Sharon Olds, and Maya Angelou, this course will examine not only the varied conceptions of love across time and context but how the love poem has assimilated a vast diversity of verseforms and styles. Combining periodic on-campus meetings with a Telesis virtual platform, this course will not meet on a weekly basis. Instead, the course will proceed as a hybrid of online and in-class environments. A mandatory introductory class will be held at the beginning of the term. For more information and a course syllabus, contact instructor in the weeks preceding the start of the semester.
Credit 3 units. UColl: ENE, ENL

U65 ELit 3153 Topics in American Literature: Contemporary American Narratives of Dislocation and Loss
Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, American autobiographical writing). Consult Course Listings for offerings in any given semester.
Credit 3 units. BU: HUM UColl: ENL

U65 ELit 3181 Topics in American Literature: The Cultural History of the American Teenager
Same as L14 E Lit 318
Credit 3 units. A&S IQ: HUM Arch; HUM Art: HUM BU: HUM EN: H, H

U65 ELit 319 Topics in Women and Literature
Credit 3 units. UColl: ENL

U65 ELit 320 Major American Writers
Introduction to basic American texts: The Scarlet Letter, Moby Dick, Huckleberry Finn, The Great Gatsby. Readings by such authors as Poe, Whitman, Dickinson, James, Crane, Hemingway, and Faulkner.
Credit 3 units. UColl: ENL

U65 ELit 3211 American Literature I
Same as L14 E Lit 321A
Credit 3 units. A&S IQ: HUM BU: HUM EN: H

U65 ELit 3211B American Literature to 1865
Same as L14 E Lit 321
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

U65 ELit 328 Gender and the Victorian Heart
"Gender and the Victorian Heart" will explore the intersections of gender and Victorian literature, autobiography, and fiction,
specifically with regard to the representations (or lack of representation) of emotions, and the ensuing perceptions of power and/or weakness that result from these intersections. We will read a variety of work from multiple genres in order to investigate how a number of major Victorian writers construct emotions, emotional characters, and unemotional characters. Emotions to be contemplated include platonic, romantic, maternal/paternal loves; desire; fear; shame, guilt, and embarrassment; pride; anger and rage; grief and joy; envy and jealousy. We will be particularly interested in the interactions and constructions of emotions and gender roles. How do these authors construct, envision, and re-envision emotions in the 19th century, and how do historical gender roles get reified or revised by these authors?

Same as U92 WGSS 318
Credit 3 units.

U65 ELit 330 Greek Drama
The first great age of drama, both for tragedy and comedy, both in practice and in theory, was in ancient Greece. We will read representative plays by Aeschylus, Sophocles, Euripides, and Aristophanes, as well as Aristotle’s Poetics.
Credit 2 units.

U65 ELit 334 The Golden Age of Children’s Literature
A comprehensive survey of the major works for children written during this period.
Same as L14 E Lit 334
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

U65 ELit 346 Topics in English Literature:
This course will treat as a starting point the shooting of Michael Brown and the civil unrest that followed in Ferguson, Missouri, in 2014 to trace the representation of African-American lives from the Plessy v. Ferguson Supreme Court decision in 1897 to the present. We will investigate how literary representations of African-American experience have changed — and remained the same — over the past 120 years. Our inquiries focus on the ways that essays, poems, and novels depict oppression, inequality, violence, and race. We read, among others, W.E.B. DuBois, Nella Larsen, George Schuler, Richard Wright, Ralph Ellison, John A. Williams, Ishmael Reed, Octavia Butler, Toni Morrison, Percival Everett, Colson Whitehead, and Ta-Nehisi Coates.
Credit 3 units. UColl: ENL

U65 ELit 348 Masterpieces of Literature: European Fiction
Masterpieces of Western literature in English translation: the 17th century through the 20th century.
Same as L14 E Lit 348
Credit 3 units. A&S IQ: HUM, LCD BU: HUM

U65 ELit 351 Topics in English and American Literature
This course will take a broad view of the satanic in Western literary and cultural traditions. We will explore premodern beliefs concerning demons before reading excerpts from Dante’s Inferno and Milton’s Paradise Lost. Students will study how the Romantics adopted and adapted the satanic as a counterforce to rationalism and political repression. Often defining by negation, the devil in these books will expose us to core concepts in Western thought including servitude and freedom, cosmic evil and redemption, discipline and justice, possession and liberation.
Credit 3 units. UColl: ENL

Authors will include Goethe, Blake, Byron, Shelley, Lewis, and Hoffmann. Finally, we will consider a few 20th-century manifestations of the satanic, each borrowing from earlier works and traditions, including Bulgakov’s The Master and Margarita and Rushdie’s The Satanic Verses.
Credit 3 units. UColl: ENL

U65 ELit 352 Topics in English and American Literature
This course examines the plays of Shakespeare and his contemporaries as they represent elements of dysfunctional families, and the political, religious, and social ideologies that produce these dynamics. We look at best-case scenarios in the comedy (Much Ado About Nothing) and then examine other representation of dysfunctional families — the tensions marital institutions place on relationships (Taming of the Shrew), a brother’s obsession with his sister’s sexuality (The Duchess of Malfi and The Revenger’s Tragedy), disinheritance (Epicene and Philaster), political pressure placed on families (Richard II), incest (’Tis Pity She’s a Whore), racism (Othello), and a fully dysfunctional family (Hamlet). In addition to reading scholarly works about the early modern family, we discuss more recent historical and anthropological theories about themes such as incest, patriarchal oppression, marriage, and family.
Credit 3 units. BU: HUM UColl: ENL

U65 ELit 352K Topics in Literature: Reading for Meaning
Topics course which varies by semester.
Same as L14 E Lit 3522
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

U65 ELit 3552 Introduction to Literary Theory
This course introduces students to some of the most influential theoretical approaches to interpretation in Western culture, to the conceptual and historical debates about theory, and to the keywords used in these debates. Students will learn how to write and speak about theoretical texts and how to recognize the theoretical assumptions that underlie acts of interpretation. Theoretical approaches likely to be featured include: formalism; Marxism; psychoanalysis; gender and sexuality studies; structuralism and post-structuralism; postcolonial studies; critical race studies; new historicism and cultural materialism; cultural studies. This course fulfills the literary theory requirement for the major; no substitutions will be permitted.
Credit 3 units.

U65 ELit 357 American Poetic Experience
This course, conducted completely online, introduces students to the reading and appreciation of American poetry. We consider the importance of the poetic form as well as the significance of the contexts informing the poetic experience. This is a fully online course. Only University College students receive credit for fully online courses.
Credit 3 units.

U65 ELit 3602 Topics in Film and Literature
Topics course in film and literature.
Credit 3 units. UColl: ENL

U65 ELit 365 The Bible as Literature
Extensive reading in English translations of the Old Testament and the New Testament, with emphasis on literary form and ideas. Some attention is paid to the backgrounds of the Bible
U65 ELit 370 The Writing and Representation of Pain
This course explores a range of discourses about pain, including theoretical and technical ones.
Credit 3 units. UColl: ENL

U65 ELit 380 Rebel Poets: Verses of Dissent
From the "of-the-rough" Walt Whitman to the censored Anna Akhmatova, poets have long rebelled against authority — whether it be sociopolitical, academic, or the literary traditions of their times. This all-online course will examine an eclectic array of "rebellious verse" by Americans and, on occasion, their global counterparts. Literary greats like Emily Dickinson, Vladimir Mayakovsky, Gertrude Stein, and other moderns will be paired with contemporary voices such as Lyn Hejinian, Claudia Rankine, and Thomas Sayers Ellis. Poets often excluded from the canon, such as Patti Smith, Saul Williams, and Taylor Mali, will be considered in connection to a poetry thriving outside the "ivory tower." Rejecting monolithic conceptions of dissent, we shall consider the term "rebel" beyond its immediate connotations to include matters of experimentation with voice and form. Need a "rebellious poem" be by a "rebel poet"? What constitutes poetic dissent, and how can this change over time?
Credit 3 units.

U65 ELit 387 African-American Literature: Early Writers to the Harlem Renaissance
Same as L14 E Lit 387
Credit 3 units. A&S IQ: HUM, SD BU: HUM

U65 ELit 395 Shakespeare
Detailed discussion of a number of plays representative of different types: comedy, tragedy, history, romance. Shakespeare as a poetic dramatist and the plays as functioning stage pieces.
Credit 3 units. BU: HUM UColl: ENE

U65 ELit 3992 Honors Research - II
This course is tailored to the needs of students who are pursuing honors in English in their senior year. It will develop students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It will guide them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments will include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We will workshop many of these assignments in the classroom and practice peer review. The seminar will stretch over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by course work and by thesis.
Same as L14 E Lit 3992
Credit 2 units.

U65 ELit 400 Independent Study
Credit variable, maximum 3 units.

U65 ELit 424A Topics in American Literature II: Modernisms in America
This course offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early 20th-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we will devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts — early modernist experiments, 1920s modernist landmarks, and Great Depression revisions — will illuminate the grand ambitions of eccentric literary forms and sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus will feature fiction, poetry, and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T.S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer, and Richard Wright. A shorter list of critical essays will highlight modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies." Satisfies the American requirement. For undergraduates, junior or senior standing is required.
Same as L14 E Lit 424
Credit 3 units. A&S IQ: HUM Art: HUM

U65 ELit 497 Shakespeare and His Contemporaries
Though we often read Shakespeare in isolation, he developed his art in the vibrant theatrical culture of late 16th- and early 17th-century London, whose audiences discovered his distinctive qualities in comparison with other playwrights. In this course, we will read plays both by Shakespeare and by some of his most interesting contemporaries — including Kydd, Marlowe, Jonson, Webster, Beaumont and Fletcher — and consider why some plays are "of an age" and others "for all time." This course will count toward the major in English literature for day students.
Credit 3 units. UColl: ENE

Global Leadership and Management
The Bachelor of Science in Global Leadership and Management prepares students for leadership and management positions in a variety of organizational settings, private and public, domestic and international. The program provides an alternative path of study for the liberally educated business professional seeking practical skills and strategies for successful management in a global business environment.

The program also provides critical analysis of historical and social forces that influence leadership and organizations, and it addresses complex questions from different intellectual perspectives in order to broaden business education.

Additionally, the program enables students to examine the dynamic between culture and successful business practice, both at home and abroad, and it provides the opportunity to
study in greater depth the culture of a particular geographic area associated with a student's personal and professional interests.

Contact: Cindy Wessel  
Phone: 314-935-6700  
Email: cwessel@wustl.edu  
Website: [http://ucollege.wustl.edu/programs/undergraduate/global-leadership-management](http://ucollege.wustl.edu/programs/undergraduate/global-leadership-management)

### Degree Requirements

#### Bachelor of Science in Global Leadership and Management

All University College undergraduate students must satisfy the same general-education requirements (p. 74). Requirements specific to the major include:

**Required Courses:** 33 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>Econ 1011</td>
<td>Introduction to Microeconomics</td>
<td>3</td>
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<tr>
<td>Econ 1021</td>
<td>Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Math 205</td>
<td>Applied Statistics</td>
<td>3</td>
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<tr>
<td>or Math 1011</td>
<td>Introduction to Statistics</td>
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<tr>
<td>or Math 305</td>
<td>Probability and Statistics</td>
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<tr>
<td>Bus 263</td>
<td>Financial and Managerial Accounting</td>
<td>3</td>
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<tr>
<td>Bus 270</td>
<td>Marketing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>Bus 339</td>
<td>Principles of Management</td>
<td>3</td>
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<tr>
<td>Bus 342</td>
<td>Business Finance</td>
<td>3</td>
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<tr>
<td>Bus 380</td>
<td>International Trade and Globalization</td>
<td>3</td>
</tr>
<tr>
<td>IS 330</td>
<td>International Management: Leadership Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Psych 381</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
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<tr>
<td>Global Regional Economies/Regional Economic Integration (300-level)</td>
<td>3</td>
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**Total Units:** 33

**Elective Courses in Culture and Area Studies:** 3 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>IS 324</td>
<td>Intercultural Communication</td>
<td>3</td>
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<tr>
<td>SUST 325</td>
<td>Introduction to Resilience</td>
<td>3</td>
</tr>
<tr>
<td>Econ 406</td>
<td>Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 427</td>
<td>Economic Systems in Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EComp 324</td>
<td>Professional Writing, Speaking, and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>Phil 234</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Other internationally-related courses from Political Science or International Affairs, with approval

Undergraduate and graduate degree and certificate programs offered by University College are offered through Arts & Sciences at Washington University in St. Louis. Business-related programs in University College are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

### Health Care

The **Bachelor of Science in Health Care** provides an academic foundation for students pursuing managerial, clinical, or research careers in health care. The program includes a base of core courses that examine scientific, social, political, economic, ethical, and organizational issues in health care, and that also address implications for individual practice and public policy. This required core, drawn largely from Arts & Sciences, underscores the complex, interdisciplinary nature of health care today, and the mandate for critical thinking, contextual understanding, and ethical behavior across all related fields and careers.

Grounded in these common questions and skill sets, students then pursue more specialized professional interests by selecting a concentration in either health care management or health sciences. The program equips students with an academic foundation for graduate or professional school, or for work in a variety of health care professions including, but not limited to, hospital administration, community health, public health, biomedical research, medicine, nursing, dentistry, and physical and occupational therapy.

Website: [http://ucollege.wustl.edu/programs/undergraduate/global-leadership-management](http://ucollege.wustl.edu/programs/undergraduate/global-leadership-management)

**Degree Requirements**

#### Bachelor of Science in Health Care

All University College undergraduate students must satisfy the same general-education requirements (p. 74). Requirements specific to this major include:

**Required Core Courses:** 12 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Phil 233</td>
<td>Biomedical Ethics</td>
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</tr>
<tr>
<td>Psych 358</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HCare 309</td>
<td>Health and Society</td>
<td>3</td>
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<tr>
<td>Anthro 3283</td>
<td>Introduction to Public Health</td>
<td>3</td>
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</table>

**Total Units:** 12

**Health Care Management Concentration**

**Required Courses:** 24 units
Health Sciences Concentration

Required Courses: 11 units

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Bio 101</td>
<td>General Biology I</td>
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<tr>
<td>Bio 102</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Bio 342</td>
<td>Introduction to Human Disease and its Scientific Basis</td>
<td>3</td>
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</tbody>
</table>

Total Units 11

Electives: 12 units; at least 6 units at the 300-400 level

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>Chem 105</td>
<td>General Chemistry I</td>
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<tr>
<td>Chem 106</td>
<td>General Chemistry II</td>
<td>3</td>
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<tr>
<td>Chem 151</td>
<td>General Chemistry Laboratory I</td>
<td>2</td>
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<tr>
<td>Chem 152</td>
<td>General Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>Chem 261</td>
<td>Organic Chemistry With Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chem 262</td>
<td>Organic Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Phys 211</td>
<td>General Physics</td>
<td>4</td>
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<tr>
<td>Phys 212</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Bio 322</td>
<td>Introduction to Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>Bio 323</td>
<td>Introduction to Anatomy and Physiology II (With Lab)</td>
<td>5</td>
</tr>
<tr>
<td>Bio 406</td>
<td>Introduction to Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>Bio 431</td>
<td>Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>Psych 322</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>Psych 3200</td>
<td>Child Health Psychology</td>
<td>3</td>
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<tr>
<td>Psych 460</td>
<td>Behavioral Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 387</td>
<td>Medical Anthropology</td>
<td>3</td>
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</tbody>
</table>

Courses


U86 HCARE 1001 Concepts in Chemistry
A one-semester survey of the major topics covered in general chemistry, organic chemistry, and biochemistry. The course is intended for students pursuing a degree or certificate in clinical research management and others seeking broad coverage of chemical concepts. Does not replace general chemistry, organic chemistry, or biochemistry requirements for pre-medical students or others majoring in the sciences. Three hours of lecture and two hours of lab each week. Same as U05 Chem 1001
Credit 4 units.

U86 HCARE 101 General Biology I
First part of a two-semester rigorous introduction to basic biological principles and concepts. The first semester covers the molecular and cellular basis of life, bioenergetics, signal transduction, DNA and protein synthesis, and the function of whole organisms (physiology). Laboratory one evening per week. Laboratories include traditional wet labs as well as inquiry-based online labs. Prerequisite or Corequisite: U05 Chem 105 (with laboratory), or the equivalent. This course is restricted to students admitted to the Post-Baccalaureate Pre-Medical program. Others may register with instructor permission, and on a space available basis. Same as U29 Bio 101
Credit 4 units.

U86 HCARE 102 General Biology II
Same as U29 Bio 102
Credit 4 units.

U86 HCARE 105 General Chemistry I
Systematic treatment of fundamental chemical principles and their applications. Emphasis on atomic and molecular theories, laws of chemical combinations, periodic classification of the elements, and properties of gases, liquids, solids, and solutions. Prerequisite: U20 Math 141, 142, or equivalent, one year of high school chemistry, or consent of department. This course is restricted to students admitted to the Post-Baccalaureate Pre-Medical program. Others may register with instructor permission, and on a space available basis. Same as U05 Chem 105
Credit 3 units.

U86 HCARE 106 General Chemistry II
Continuation of General Chemistry I with consideration of oxidation-reduction, chemical equilibria, electro-chemical cells, and the chemistry of representative elements. Prerequisite: U05-105. Students desiring to satisfy lab science requirements or major in chemistry must also enroll in U05-109. Same as U05 Chem 106
Credit 3 units.

U86 HCARE 110 Medical Imaging of the Human Body
The human body will be explored in both health and diseased conditions via “state of the art” imaging modalities, including CT, MR, ultrasound and PET scans. There will be a rudimentary examination of the different imaging techniques available in order to understand the derivation of the images obtained and why given techniques are employed in certain clinical situations. Indications for general screening as well as more directed diagnostic examinations will be discussed, often with the aid
U86 HCARE 134 Introduction to Magnetic Resonance Imaging
An introduction to magnetic resonance imaging (MRI) and its applications in medicine. We will focus on the very basic principles of MRI and the various MR contrast mechanisms, which are needed to correctly read MRI images acquired with specific acquisition schemes. Course will cover basic image acquisition techniques, parameters optimization to improve image quality, popular pulse sequence designs, and special applications such as MR angiography (MRA), cancer imaging, and functional MRI (fMRI, if time allows).
Prerequisites: concurrent enrollment in U05-105 or permission of the instructor.
Credit 3 units.

U86 HCARE 151 General Chemistry Laboratory I
This course provides an introduction into basic laboratory techniques, the experimental method, as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in U05-105. Students attend one three-hour laboratory session and one one-hour laboratory lecture every week. Prerequisites: concurrent enrollment in U05-105 or permission of the instructor. This course is restricted to students admitted to the Post-Baccalaureate Pre-Medical program. Others may register with instructor permission, and on a space available basis.
Same as U05 Chem 151
Credit 2 units.

U86 HCARE 152 General Chemistry Lab II
This course provides an introduction to basic laboratory techniques, the experimental method, and the presentation of scientific data as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 112A lecture course. Students attend one four-hour laboratory session and one one-hour laboratory lecture every week. Course will be presented in the second half of the semester. Prerequisites: concurrent enrollment in Chem 112A or permission of the instructor. Students registering for Chem 112A should register for both Chem 151 and Chem 152.
Same as U05 Chem 152
Credit 2 units.

U86 HCARE 204 Nutrition
This course examines nutrition as an interdisciplinary science including the chemistry, function and metabolism of nutrients; regulations of food intake; food habits; digestion and absorption of nutrients; methods of determining nutrient content of foods and nutrient requirements for humans and animals; comparative nutrition; problems of human malnutrition; relation of nutrition to disease; toxic materials in foodstuffs; economic, nutritional and social problems involved in feeding the world population and future possibilities for meeting nutritional needs of the world's population. This is a basic course in nutrition, not designed for prospective health care professionals. Enrollment preference is given to University College students.
Same as U29 Bio 204
Credit 3 units.

U86 HCARE 211 General Physics
Designed for prospective majors in science and engineering and for students planning to enter professional schools. The dynamics of particles and rigid bodies, wave motion, sound, heat, and thermodynamics. Weekly two-hour laboratory sessions. Prerequisite: previous or concurrent enrollment in U20 Math 156 or equivalent. This course is restricted to students admitted to the Post-Baccalaureate Pre-Medical program. Others may register with instructor permission, and on a space available basis.
Same as U23 Phys 211
Credit 4 units.

U86 HCARE 212 General Physics II
Continuation of General Physics I. Designed for prospective majors in science and engineering and for students planning to enter professional schools. Electricity and magnetism, electromagnetic waves, light and optics, quantization. Weekly laboratory sessions. Prerequisites: U23 Phys 211 and working knowledge calculus. Concurrent enrollment in U20 Math 255 is acceptable.
Same as U23 Phys 212
Credit 4 units.

U86 HCARE 225 Introduction to Medicinal Chemistry
This is an introductory course covering the basic concepts of drug structure, interactions and metabolism relevant to medicinal chemistry. The course will provide an understanding of the structure and physicochemical properties of drugs and their targets and how these determine the drug's mechanism of action and the body's response. In addition, basic concepts of drug design and development will be covered. Prerequisites: A background in general chemistry is required. Knowledge of organic or biochemistry is not required. Organic and biochemistry concepts needed for an understanding of the material will be taught as part of the course.
Same as U05 Chem 225
Credit 3 units.

U86 HCARE 230 Human Growth and Development
This course provides an overview of emotional, psychological, physical, and social development through the life span. We will emphasize the developmental tasks, characteristics, and typical behaviors of each developmental era (infancy, childhood, adolescence, adulthood, later life). We will study major developmental theorists including Freud, Erickson, Piaget, Millet, Gilligan, and Kohlberg. Prerequisite: U09-100. Open only to University College students.
Same as U09 Psych 230
Credit 3 units.

U86 HCARE 235 Introductory Statistics for the Health Sciences
This course covers material commonly presented in introductory statistics classes from a health science perspective, with some additional techniques from medical research. Topics include exploratory data analysis, hypothesis testing, probability, t-tests and ANOVA, correlation and regression, chi-square, diagnostic
performance, and survival analysis. In-class examples cover medical issues, and there are supplementary readings from professional journals. There will be a computer lab in which students use a statistics package to analyze research data. In addition to mastery of statistical concepts, considerable emphasis will be placed on understanding how to interpret information in journal articles and how to carry out research.

Credit 3 units.

U86 HCARE 250 Fundamentals of Clinical Research Management I
This introductory course provides the basic foundation for clinical research. We examine the historical evolution of research, linking it to the current regulations and guidelines for good clinical practice. Course material includes research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections, and an overview of study conduct.

Same as U86 CRM 250
Credit 3 units.

U86 HCARE 251 Fundamentals of Clinical Research Management II
This course focuses on the application of principles and theories covered in Fundamentals of Clinical Research Management I. Students will develop and complete documents for a specific assigned protocol. This will include completing institutional review board paperwork, writing an informed consent, developing source documents, and critiquing research articles.

Prerequisite: Fundamentals of Clinical Research Management I or instructor permission.
Same as U86 CRM 251
Credit 3 units.

U86 HCARE 261 Organic Chemistry with Lab
The first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. The laboratory portion of the course will have seven experiments and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds.

Prerequisite: Chem 112A, Chem 152. This course is restricted to students admitted to the Post-Baccalaureate Pre-Medical program. Others may register with instructor permission, and on a space available basis.
Same as U86 CRM 250
Credit 4 units.

U86 HCARE 308 Social Gerontology
This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying.

Prerequisite: U09 100.
Same as U86 Psych 308
Credit 3 units.

U86 HCARE 309 Health and Society
This course examines how personal health and well-being are affected by institutional and societal forces. We use an historical perspective in studying, for example, how sleep, leisure, and other aspects of personal health have been changed by industrial, economic, political, and cultural developments such as urban planning, food processing, animal husbandry, and the role of the family doctor. We also take a close look at environmental factors (e.g., global warming) and related political and economic forces that produce and exacerbate chronic diseases. Finally, we critique how personal health and the health care industry have been influenced by major institutional forces such as the insurance and pharmaceutical industries, professional licensure, government-sponsored research, and the media. We read case studies and medical journals to understand and discuss related ethical and policy questions.

Credit 3 units.

U86 HCARE 310 Fundamentals of Public Health
This course offers an overview of the most important legal issues currently facing hospitals, physicians, and other health care organizations. We will study the Affordable Care Act, liability for data breaches under HIPAA /HITECH (the health privacy laws), False Claims Act and whistleblower suits (for Medicaid and Medicare fraud), laws governing physician-hospital relationships (the Stark Law and Anti-Kickback laws), labor and employment issues, mergers and antitrust law, medical malpractice and tort reform, and scope of practice laws.

Credit 3 units.

U86 HCARE 312 Legal Issues in Health Care Management
This course offers an overview of the most important legal issues currently facing hospitals, physicians, and other health care organizations. We will study the Affordable Care Act, liability for data breaches under HIPAA /HITECH (the health privacy laws), False Claims Act and whistleblower suits (for Medicaid and Medicare fraud), laws governing physician-hospital relationships (the Stark Law and Anti-Kickback laws), labor and employment issues, mergers and antitrust law, medical malpractice and tort reform, and scope of practice laws.

Credit 3 units.

U86 HCARE 313 Introduction to Public Health
This introduction to the field of public health examines the philosophy, history, organization, functions, activities, and results of public health research and practice. Case studies include infectious and chronic diseases, mental health, maternal and reproductive health, food safety and nutrition, environmental health, and global public health. Students are encouraged to look at health issues from a systemic and population-level perspective, and to think critically about health systems and problems, especially health disparities and health care delivery to diverse populations.

Credit 3 units.

U86 HCARE 314 Health Care Finance
Credit 3 units.

U86 HCARE 318 Statistics in Clinical Research
This course presents the basic principles for understanding the design, conduct, analysis, and endpoints of clinical trials. We will review statistical terminology and explain trial design from a clinician's point of view, including theoretical and practical aspects of randomization, stratification, blinding, and single center versus multi-center trials. Additional topics include hypothesis formulation, commonly used research designs, statistical significance, confidence intervals, and statistical tests.

Same as U86 CRM 318
Credit 3 units.

U86 HCARE 3200 Child Health Psychology
This course examines the field of child health psychology, which focuses on the impact of health and illness on the physical and psychological development of children and adolescents. We will explore the relations among psychological and physical health and the welfare of children within a developmental perspective, considered within the contexts of families, health care systems, schools, peers, and community. Topics such as chronic illness (e.g., Cystic Fibrosis, sickle cell disease, organ transplant, asthma), adherence to medically prescribed regimens, and neuropsychological aspects of chronic illness will be addressed.
Previous course work in Developmental Psychology (e.g., U09 230, U09 322) would be helpful but not required. Same as U09 Psych 3200
Credit 3 units.

U86 HCARE 322 Introduction to Anatomy and Physiology I
This is the first of a two-semester sequence that examines all major organ systems in the human/mammalian body. The emphasis is on understanding normal function and processes at the gross, cellular, and molecular levels. The course also addresses pathology and disease. The first semester covers basic principles of cellular physiology, histology, bone, muscle, and nervous systems. The lab is an integral part of the course, and it is recommended that students take both (those wishing to take only the lecture without the lab, should enroll in U29 Bio 3221). Weekly discussion and review sections are offered during which case studies are discussed as a means of reviewing overall course material. A student may not receive credit for both L41 Bio 303A and U29 322. Same as U29 Bio 322
Credit 5 units.

U86 HCARE 3231 Introduction to Anatomy and Physiology II (With Lab)
Same as U29 Bio 323
Credit 5 units.

U86 HCARE 324 Health Care Reform and Policy
This course examines the complexities of health care policy, using the Patient Protection and Affordable Care Act (PPACA) as a reference point. In analyzing this most recent (2010) health care legislation, we begin with an historical perspective on health care reform — how and why we got here — and then look at the social, political, and economic realities going forward. We will study and apply policy analysis tools for measuring cost and overall effectiveness of new proposals. Additional course topics include special interests, federal and state government roles, unintended consequences of health care policies, influence of regulatory agencies, and ethical issues. Credit 3 units.

U86 HCARE 325 Research Ethics and Regulatory Affairs
This course will provide an understanding of the ethical guidelines, issues, and challenges of conducting research on human subjects. We will explore issues such as conflict of interest, genetic testing, limits of confidentiality, risk, and the distinction between compliance and ethics. As we learn about protecting research groups and interests and explaining rights and liabilities, we will study health care legislation and regulations, guidelines, contractual matters, and the complex regulatory framework that governs human subject research. Finally, we will learn to use an ethical problem-solving model in clinical research. Same as U80 CRM 325
Credit 3 units.

U86 HCARE 326 The Doctor Is In: Anton Chekhov and Narrative Medicine
This course bridges the world of literature and the world of medicine by focusing on both Anton Chekhov, a practicing doctor and one of the greatest Russian writers of the 19th century, and the newly emerging field of Narrative Medicine. In this course we will explore how Chekhov was able to integrate and express cultural attitudes towards illness, suffering, and healing in his writing and medical practice, as we simultaneously explore how doctors and other health care practitioners apply such topics in their professional work today. We will supplement Chekhov readings with foundational Narrative Medicine texts and the works of such contemporary doctor-writers as Atul Gawande, Sayantani DasGupta, and Paul Kalanithi. Class will include self-reflective writing workshops with Sarah Stanage, MD. The course is discussion-based and appropriate for students of literature, culture, and medicine at all levels. This course counts towards both the IAS major and the Medical Humanities minor. Same as U43 IS 326
Credit 3 units.

U86 HCARE 330 Business of Clinical Research
An overview of the business elements of clinical research, this course covers drug and device development, the regulatory environment, finance, corporate structures, and the clinical trials office. We will consider stakeholders including pharmaceutical and device industries, academic and private research centers, government agencies such as the National Institutes of Health, nonprofit agencies and a variety of other organizations such as American Diabetes Association and the National Cancer Institute. We also will study local, state, and federal regulations, as well as international and global issues that impact the business of clinical research. Same as U80 CRM 330
Credit 3 units.

U86 HCARE 342 Introduction to Human Disease and its Scientific Basis
This course will provide an overview of some of the most troubling health problems facing adult men and women today including cardiovascular heart disease and stroke, osteoporosis and bone fractures, diabetes and hypoglycemia, kidney disease, rheumatoid and osteoarthritis, cancers of select organ systems, chronic obstructive pulmonary disorder, and issues relating to obesity, fat management, and the newly defined metabolic syndrome. Through both formal lectures and class discussions of carefully selected current research literature, as well as short student presentations, we will examine the primary causes, risk factors, and biological mechanisms underlying such diseases, their impact on the lifestyle and lifespan of afflicted individuals, and what effective preventative or therapeutic treatment strategies are currently in use or emerging through exciting new research discoveries. Special topics will focus on the promise versus serious concerns of recent failure of particular noteworthy drugs (e.g., Vioxx, Baycol, Gleevec) and the lessons they can teach us about the inherent difficulties associated with pharmaceutical drug development today. Same as U29 Bio 342
Credit 3 units.

U86 HCARE 346 Managing Healthcare Organizations: Clinical Perspectives
Credit 3 units.

U86 HCARE 349 Health Care Communications and Marketing Strategy
This course provides an integrated approach to organizational strategy, brand development and marketing communications programs within health care organizations. We will explore the fundamental steps required to shape an organization's strategic
plan: environmental scan, SWOT assessment, consumer assessment, operating assessment and the development of strategic goals and objectives. Building on this foundation, we will learn to shape an organizational brand to articulate what we stand for, what we strive for, how we express our brand, and how we structure our brand.

Credit 3 units.

**U86 HCARE 353 Pharmacology for Research**

This course presents the basic principles of pharmacology and their application to clinical research management to help ensure safe and effective management of drug trials. We will study the foundations of pharmacology, including the principles of drug absorption, distribution, metabolism and excretion, drug binding sites and interactions, and drug development. We also will examine pharmacological problems with special populations, and the emergent area of pharmacogenetics. In the second half of the course we will review important drug classes, with an emphasis on understanding "Investigator's Brochures," including drug action and place in therapy, pharmacology, toxicity, chemical properties, and kinetics.

Same as U80 CRM 353
Credit 3 units.

**U86 HCARE 355 Health Care Reform and Policy**

This course examines important and complex developments in contemporary health care policy. We begin with an historical overview, then look at the structure of current health care delivery, and identify political and economic challenges moving forward. In particular, we will critically examine methods and principles for evaluating health care costs and measuring policy effectiveness. The course also addresses unintended consequences of health care policies, special interests and political agendas, and the influence of major institutional forces on clinical and translational research. Case studies and guest speakers will help illustrate current ethical dilemmas and other real challenges to contemporary health care and reform. Although this course meets over two weekends, students are expected to complete much of the course reading prior to the weekend sessions, and complete a paper after the weekend session.

Same as U80 CRM 555
Credit 3 units.

**U86 HCARE 358 Health Psychology**

This course examines the history of health psychology and its place in general health care. We will examine relevant theory as applied to specific topics including stress, coping, weight loss, chronic illness in general (diabetes in particular), adherence to medically prescribed regimens, Type A personality and cardiac risk factors.

Credit 3 units.

**U86 HCARE 360 Strategic Planning and Management in Health Care**

Healthcare Strategic Planning and Management provides students with a framework to assess, develop, implement, and monitor strategic plans for health care organizations. Goals include understanding the relationship between mission, vision, values and strategic objectives; developing a plan based on organizational and environmental constraints and opportunities; creating action plans that support achievement of the plan; and measuring, monitoring, and modifying the strategic plan.

Credit 3 units.

**U86 HCARE 363 Healthcare Negotiations**

Health care spending in the United States is the highest in the world, and the industry requires leaders who can understand and negotiate opportunities while managing conflict and change. This course covers major challenges in health care negotiations, including managing competing constituencies, negotiating financial conflicts, drawing together providers and patients, and leading negotiations about access and quality of care. We also study negotiation pre-planning and competitive assessment, shifting from competition to cooperation, irrational actors in negotiations, and when to end negotiations. The course provides a theoretical framework for negotiation along with simulations with local health industry executives.

Credit 3 units.

**U86 HCARE 364 Healthcare Entrepreneurship**

Health care entrepreneurs improve the overall quality of health care delivery. This course introduces students to the particular characteristics of health care entrepreneurship, focusing on the creation, funding, and management of biotechnology and health services enterprises. Students will learn the steps involved in the conceptualization, planning, capitalization, launch, compensation, and management of an entrepreneurial health care venture. Students will use course principles and skills to develop an entrepreneurial business plan that addresses a real clinical problem.

Credit 3 units.

**U86 HCARE 369 Strategic Planning and Management in Health Care**

Credit 3 units.

**U86 HCARE 370 Writing and Representation of Pain**

This course explores a range of discourses about pain, including theoretical and technical ones.

Same as U65 ELit 370
Credit 3 units. UColl: ENL

**U86 HCARE 377 Compassion Cultivation Training**

Compassion Cultivation Training (CCT) is an 8-week educational program designed to help students cultivate compassion, strengthen their resilience, feel more connected to others, and improve their overall sense of well-being. CCT is a distillation from Tibetan Mahayana Buddhist practices for developing compassion, adapted to a secular setting. Initially developed by Stanford University scholars with support from the Dalai Lama, CCT combines traditional contemplative practices with contemporary psychology and scientific research. The program involves instruction in a series of meditation practices starting with mindfulness-based meditation. The curriculum uses modern concepts of psychology and neuroscience to understand and enhance our ability to be compassionate.

Same as U69 Anthro 3777
Credit 1 unit. UColl: HUM, SSC

**U86 HCARE 406 Introduction to Biochemistry**

This course aims to develop a basic understanding of the molecular structure of bio-molecules, the metabolic processes by which these molecules are synthesized, degraded, and energy produced to support cellular processes. It includes a study of enzyme kinetics and metabolic control mechanisms.

Prerequisite: Consult Course Listings.
U86 HCARE 409 Health and Society
Credit 3 units.

U86 HCARE 438 Virology
This course is designed to provide an overview of the field of virology. The first half of the course will focus on strategies used by viruses to enter host cells, transcribe genes, replicate, assemble progeny viral particles and exit the host cell. The second half of the course will focus on recent advances and problems arising in the field of virology. We will discuss the host response to viruses, the use of viruses as vectors for vaccines and gene therapy, the role of viruses in eliciting cancer as well as the evolution of viruses and emerging viral diseases. 
Same as U29 Bio 438
Credit 3 units.

U86 HCARE 458 Readings and Research in Biomedical Sciences
Each day, more than 5000 new biomedical research articles are published. As future physicians and scientists, students will need to be able to identify and stay current on medical advancements. Medicine is interdisciplinary, and a successful scientific career means being able to make connections between diverse research fields. The goal of this journal club is to help students develop skills for locating, analyzing, and understanding scientific research articles. Students will learn how to locate primary journal articles using a variety of search engines such as PubMed and Ovid, and practice reading articles outside of their comfort zone without being intimidated by scientific jargon and formal writing styles. Students will be expected to discuss current research articles and develop effective scientific writing skills by analyzing the main sections of a scientific manuscript (Abstract, Background, Methods, Results, Discussion, Conclusion, Implications).
Same as U29 Bio 458
Credit 2 units.

U86 HCARE 460 Behavioral Medicine
The role of behavior in the prevention and treatment of significant medical problems will be studied. The history of the field of behavioral medicine will be reviewed, with applications to medical problems and its complementary role in preventative medicine in the context of a number of medical disorders and risky behaviors, including obesity, chronic pain, cancer, and smoking. Effective stress management practices to help ameliorate common results of stress such as tension headache and high blood pressure also will be studied. Prerequisite: Psych 100.
Same as U09 Psych 460
Credit 3 units.

U86 HCARE 461 Hormones and Behavior
This course will examine the role of hormones in mediating specific animal behaviors. The course will emphasize the critical evaluation of selections from the primary literature, focusing on the conceptual framework, methodology, and evidentiary base of conclusions. Topics covered will include agonistic interactions, territoriality, dominance hierarchies, reproductive strategies, parental behavior, activity patterns, and space use. Literature selections will be chosen to cover a taxonomically broad group of species. Does not count for undergraduate biology major or College of Arts & Sciences distribution requirement.
Same as U29 Bio 461
Credit 3 units.

U86 HCARE 471 Topics in Cancer Biology
Over two-thirds of all people know someone who has cancer. This course aims at providing students with a more extensive understanding of what cancer is and how it affects the human body. We will discuss past and current molecular research in cancer, animal models in cancer, the many different types of human cancer, and novel cancer therapies being developed by biotechnology and pharmaceutical companies. The topics will be presented in a basic scientific nature with an emphasis on gaining a broad understanding of the subjects.
Same as U29 Bio 471
Credit 3 units.

History
Meditating on the history of the American South, novelist William Faulkner famously proclaimed, “The past is never dead. It's not even past.” Learning about the relationship of past to present is what history is all about. The past is indeed not past: it shapes, in complex and powerful ways, the world we live in now. Yet the past can be radically different from the present. Studying history allows us to grasp the immense variety of human experience across time, place and culture; to develop insight into the ways that people understand themselves in relation to the societies in which they live; and to engage critically with contemporary issues.

Students who major in history at Washington University are encouraged to cultivate a broad understanding of global themes while also having the flexibility to focus on areas of special interest. Our instructors emphasize the development of analytic skills that are useful not only in history courses, but in a range of occupations and professions including law, business, communications, education, and public policy. These skills include the ability to organize and interpret data, to develop logical and convincing arguments, to do research and sift the significant from the insignificant, to read with comprehension, and to write with precision and clarity. Whether students pursue a major, a minor, or simply sample our courses, studying history will help them to develop the knowledge and critical skills that are essential for life in an increasingly complex and contentious world.
Contact: Margaret Williams
Phone: 314-935-5450
Email: mwilliam@wustl.edu
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-history

Degree Requirements

Bachelor of Science in History

The major in history consists of at least 27 units.

All University College undergraduate students must satisfy the same general-education requirements. Requirements specific to this major include:

Introductory Courses (6 units)
- One introductory course chosen from:

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<tbody>
<tr>
<td>Hist 101</td>
<td>Western Civilization</td>
<td>3</td>
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<tr>
<td>Hist 102</td>
<td>Western Civilization II: 1650 to the Present</td>
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<tr>
<td>U16 Hist 163</td>
<td>Introduction to the History of the U.S.</td>
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<td>Hist 209</td>
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<tr>
<td>Hist 210</td>
<td>U.S. History Since 1865</td>
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- One additional introductory course, chosen from any 100- or 200-level History course.

Advanced-Level Courses

At least 18 units of 300- or 400-level courses, to include:

- One course designated "premodern" and one course designated "modern"
- One course from three of the following geographical areas: Africa, East Asia, South Asia, Europe, Latin America, Middle East, the United States, or Transregional History.*

*If a student chooses to count a transregional course toward the geographical requirement, at least one of the two other geographical areas must cover a region that is not included in the transregional course. For example, a student who has completed courses in U.S. and Latin American history could not count toward this requirement a transregional course that examines the comparative history of the U.S. and Latin America.

Capstone Experience

A capstone experience, consisting of either one specifically designated Research Seminar or an Honors Research Project. The Honors Research Project is reserved for students admitted to the University College Undergraduate Honors Program.

- Research Seminars are upper-level, limited-enrollment courses that emphasize engagement with primary sources.

Course assignments will feature texts and images from a variety of published and manuscript materials, and students will research and write a substantial paper over the course of the semester from independently selected and analyzed primary sources. All research seminars will be so designated in the course title.

- The Honors Research Project requires enrollment in U16 Hist 399 during both fall and spring semesters (3 credits per semester). As a result, for students admitted to the University College Undergraduate Honors Program, the history major will consist of a minimum of 30 units.
- It is highly recommended that, before undertaking the Research Project, students enroll in one or more Research Seminars (which would, in this case, count toward the required 18 units of advanced-level courses).

The Minor in History

The minor in history consists of at least 18 units.

Introductory Courses (6 units)
- One introductory course chosen from:

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- One additional introductory course, chosen from any 100- or 200-level History course.

Elective Courses
- 12 units of 300- or 400-level History courses.

Courses


U16 Hist 101 Western Civilization
European institutions and thought from the early Middle Ages to the 17th century. The church, feudalism, cities and commerce, universities and learning; rise of dynastic states; Renaissance and Reformation, capitalism, mercantilism, and early modern politics.
Credit 3 units.

U16 Hist 102 Western Civilization II: 1650 to the Present
This course examines social, cultural, economic, and political development in European society from the 17th century to the present. Particular attention will be paid to the evolving
relationship between the individual and the state during their period.
Credit 3 units.

**U16 Hist 164 Introduction to World History**
As an introduction to the theories and methods of world history, this course is a tour of the world of the mid-19th century. This was a time of expanding and multiplying contacts between diverse human societies from the far reaches of the globe. After a short theoretical introduction to the field, we will tour and survey a representative sample of the peoples and cultures of the period. We will compare and contrast how societies in Europe, the Americas, Africa, the Middle East, and Asia coped with similar problems and innovations, and will explore the processes of cultural interaction and globalization as they encountered one another with ever increasing frequency.
Credit 3 units.

**U16 Hist 209 America to the Civil War**
The American experience from the age of Columbus to that of Lincoln; development of distinctive American patterns of thought, culture, society, politics, and religion. Topics include efforts to cope with the wilderness; colonial maturity and the development of revolutionary ideology; defining the American character; literature and art for a new republic; the impulses of religion, idealism, and perfectionism.
Credit 3 units. UColl: HSM, HUS

**U16 Hist 210 U.S. History Since 1865**
This is an online survey course in modern American history. We begin with Reconstruction after the Civil War, with the transition of the United States from an agricultural nation to an urban industrial one. We will investigate changes in technology, urban growth, and immigration, and new ideas of government and nationalism as the United States achieves its position as a world leader through World War I and II, the Cold War, and the global world of the 21st century.
Credit 3 units. UColl: OLI

**U16 Hist 213 The Short 20th Century: Europe, 1914-1991**
This course covers the two world wars; fascism, nazism and communism; postwar recovery and the Cold War, and the loss of empire. We will pay significant attention to the ways in which religion, ideology, and nationalism appreciably shaped the lives of people living in Europe during an era of total war, competing ideologies, and decolonization, focusing on what historians often call "the short twentieth century," 1914-1991.
Credit 3 units. UColl: HEU, HSM

**U16 Hist 2161 The American South in Black and White**
The history of the American South is a story of the interplay between black and white cultures. This course explores this distinctive American region from the colonial era to the present. Topics include Southern plantation life, the war between the states, Jim Crow, the blues, country music, and the Civil Rights Movement. Using film, photography, and other media, the course also explores representations of the South in popular culture. Particular attention is paid to how images and stereotypes of the South have evolved, and how the region's history has influenced the nation as a whole. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units. UColl: HSM, HUS

**U16 Hist 2216 Books and Bodies**
Books and Bodies is a five-week course held in the Special Collections department of the Bernard Becker Medical Library. The course explores how changes in medical knowledge and print technology have influenced depictions of the human body from the 15th through the 19th centuries. Each week students will explore an aspect of print and medical history by examining the library's rare materials and carrying out exercises that require them to make use of the library's resources. The course will not only provide students with an overview of the development of anatomical illustration, but will also provide them with an understanding of special collections research. This course counts toward the medical humanities minor.
Credit 1 unit.

**U16 Hist 2435 Saints and Society in Europe and the Americas**
This course will investigate the social and cultural factors surrounding saints and sanctity in Roman Catholic societies, with particular attention given to Europe and the Americas. The course begins by looking at saints in a medieval context, from roughly 1100 AD to the present day. Particular attention will be given to contested holy figures, those who achieved legitimacy within their societies but not the church, or vice versa. Students will examine why certain saints became popular at particular historical moments and examine the influence canonization has had in shaping saints and their cults.
Credit 3 units.

**U16 Hist 2561 The World of Jane Austen: Exploring the Novels in Historical Context**
In this seminar, students will read the major works of Jane Austen. Through a combination of class discussion, written assignments, and other projects, students will explore the social, cultural, economic, and even the political themes of the novels in their original context. The course will also consider the resurgence in popularity of Austen's works in recent years, especially film and television portrayals of her novels. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units.

**U16 Hist 2569 The History of Food in America**
Why do we eat what we eat? Through an examination of food — its preparation, economics, social implications and changes over time — we gain a greater understanding of the impact of industrialization and transportation, gender, race, and emerging national identity in the United States primarily during the 19th and 20th centuries.
Credit 3 units. UColl: HSM, HUS

**U16 Hist 2845 Globalization, Liberalism, and Reform in the Modern World**
This course examines the mid-19th century, a time of expanding and multiplying contacts between diverse human societies from all reaches of the globe. After a short introduction to the fields of world and comparative history, students will tour and survey a representative sample of the peoples and cultures of the period. The course will compare and contrast how societies in Europe, the Americas, Africa, the Middle East, and Asia coped with
similar problems and innovations, and will explore the processes of cultural interaction and globalization as they encountered one another with ever increasing frequency. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units. UColl: HSM, HTR

U16 Hist 300 Independent Study
Credit variable, maximum 4 units.

U16 Hist 3016 Slavery and Freedom in Latin America and the Caribbean
This course surveys the history of slavery and freedom in the Atlantic world of Latin America and the Caribbean. It focuses on slavery as an economic system and the relations of power it created. The course moves forward chronologically, with each week organized according to a particular theme and geography. Students will learn how British, French, Spanish and Portuguese settlers established slavery in the new world; how different social and legal practices developed around particular labor patterns and commodity production; how the enslaved endured and resisted enslavement; and what it meant to be free in a slave society.
Credit 3 units. UColl: HLA, HSM, NW

U16 Hist 302 Modern British History, 1668-Present
This course is concerned with the transformation of Britain from a thinly settled, mainly rural, economically underdeveloped, and politically unstable island in the late 17th century into a thickly populated and heavily urbanized nation renowned for political stability in the 19th and 20th centuries.
Credit 3 units. UColl: HEU, HSM

U16 Hist 3022 Religion and Politics in America
This course is a 16-week fully online class that investigates the intersections between religion and politics in America from the Colonial Era through the long 19th century. The course material is delivered directly by the instructor in the form of audio lectures with accompanying power points. Students, thus, get to have an on-going conversation with the individual professor, though at a distance. Content is divided into six topical sections: Christian Foundations, Modern Evangelicalism, Anti-Catholicism & Religious Pluralism, Second Disestablishment, and Separation of Church & State. Overall, this course will encourage students to analyze the ever-changing role of religion in America.
Credit 3 units. UColl: HSM, HUS, OLI

U16 Hist 3031 Wining and Dining in the Classical World: Food Culture in Classical Antiquity
The focus of this course will be food culture in Greek and Roman societies from the Archaic to the late Roman period. However, foodways from adjacent contemporary cultures will also be briefly examined. Sources will include textual evidence, as well as ethnographic studies of ancient people, iconographic and archaeological evidence, specifically osteological and botanical remains from archaeological sites. Experimental studies will be conducted in class to augment the learning experience of students.
Same as U02 Classics 3031
Credit 3 units.

U16 Hist 3045 Globalization, Liberalism and Reform in the Modern World
This course examines the mid-19th century, a time of expanding and multiplying contacts between diverse human societies from all reaches of the globe. After a short introduction to the fields of world and comparative history, students will tour and survey a representative sample of the peoples and cultures of the period. The course will compare and contrast how societies in Europe, the Americas, Africa, the Middle East, and Asia coped with similar problems and innovations, and will explore the processes of cultural interaction and globalization as they encountered one another with ever increasing frequency. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units.

U16 Hist 3077 Civil Liberties in Wartime
This course will examine the history of American civil liberties in times of war and international tension. The class will begin by examining how English political traditions, Enlightenment philosophies, and the experience of the American Revolution helped to forge American principles of civil liberty as defined in the Bill of Rights. Students will explore how the experience of war and international conflict places these principles under stress, focusing in particular on the following episodes: the 1798 Alien and Sedition Acts; the Civil War; the American governance of the Philippines; the two World Wars; the Cold War; and the response to terrorism.
Credit 3 units.

U16 Hist 3100 Modern China: 1890s to the Present
This course examines political, socioeconomic and intellectual-cultural developments in Chinese history from the end of the Qing Dynasty (1644-1911) to the present. Major course themes include nationalism and communism, the processes of reform and revolution, and the urban-rural dichotomy in the formation of the Chinese national-state in the 20th century.
Credit 3 units. UColl: HEA, HSM, NW

U16 Hist 3142 African Civilization from 1800 to the Present Day
Course is an in-depth investigation of the intellectual and material cultures
Same as U84 AFAS 322
Credit 3 units. Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

U16 Hist 3144 African-American History I: 1600-1865
This course is a survey of the history of African Americans since colonial times through the Civil War. Topics of study include: the transatlantic slave trade; the arrival of the first Africans; slavery; acculturation and assimilation; miscegenation; free black communities; abolitionism, resistance and rebellion; the Civil War and emancipation.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3153 Women and Slaves in Classical Antiquity
This course investigates the lives of women and slaves in ancient Greece and Rome. It will explore not only the limitations imposed on women and slaves by the ruling male citizenry, but also the power and privileges each group exercised. We study
how the society and economy formed the roles of women and slaves, how women and slaves were portrayed in literature and the arts, and how writers from Classical antiquity influenced later generations beyond the Roman Empire.

Same as U02 Classics 3151
Credit 3 units. UColl: HSP

U16 Hist 3154 The Syrian Conflict in Historical Context
Credit 3 units. UColl: HME, NW

U16 Hist 3160 From Dice to Mahjong: A Cultural History of Gaming in China
This course examines games played in China and the circumstances that helped create and shape them. We will study games and material culture as a lens through which to examine Chinese society, including how daily life was shaped by the broader social environment.
Credit 3 units. UColl: NW

U16 Hist 3165 The Classic Dynasties of China
This course focuses on the T'ang, Song, Ming, and Qing Dynasties of China — the period roughly from the eighth century through the 19th century. This is an incredibly rich period in Chinese history in terms of cultural and historical pattern setting. The class is historically based but will include an array of readings in poetry and philosophy. Students are expected to analyze primary sources from the period under study, complete a research paper, and read between 5-7 books.
Credit 3 units. UColl: HEA, HSP, NW

U16 Hist 3168 The Creation of Modern Japan, 1568-1945
This course will look atsuch phenomenon, and it will use gender expectations as well as physical anatomy, and this complexity was central to the creation of the Atlantic World, as historians have dubbed the exchange of ideas and people between Africa, Europe, and indigenous Americans after Columbus’s 1492 voyage to the New World. Men and women behaved and were expected to behave differently, and contact between these populations revealed that there was more than one way of understanding male and female bodies. This inspired fear, entrenchment, opportunism, and curiosity in Atlantic World residents before 1820, most of whose daily lives were heavily influenced by expectations for their sex. This course will look at these reactions, and it will use the lens of gender to explore experiences like first contacts, power, religion, race, labor, and family in the early Americas. This course examines the experiences of African, European, and Indigenous individuals as their lives were shaped by gender and sexuality between 1400 and 1820. These groups increasingly came into contact during this period, and their varying expectations of how men and women should behave provided comfortable languages for understanding new situations and offered sites of acute conflict. Gender also was used by empires to govern overseas settlers. This course will look at such phenomenon, and it will use gender as the lens to explore experiences like first contacts, power, religion, race, labor, and family formation in the early Americas.
Credit 3 units. UColl: HSM, HSP, HTR

U16 Hist 3302 Race in the Age of Exploration
This course explores the history of Florence and the dynasty which struggled to govern it over the course of three centuries. Between the death of Lorenzo the Magnificent in 1492 and the
end of their life in 1737, the Medici transformed Florence from a weak, strife-ridden city-republic to a state powerful enough to hold its own against the major continental monarchies. From the inventions of Leonardo to the attractions of the Grand Tour, Florence and Tuscany shaped the course of western civilization. Students will learn about the Medici and their world and study key Renaissance and early modern developments in art and patronage; gender, sexuality and power; and the emergence of nation-states and national identities. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions. Credit 3 units. UColl: HEU, HSP

U16 Hist 3310 Society and Culture in Renaissance Italy
The intention of the course is to gain a solid knowledge of and appreciation for early modern or "Renaissance" Italy. The course will provide historical background for the understanding of the early modern Italian world. Not only will interesting details about individual people, places and things be explored, but also, and more importantly, their function and meaning in early modern Italian society will be set into context and examined. Lectures will begin by broadly introducing selected early modern Italian topics including: marriage and the family; children and childhood culture; religious life; architecture and civic space; artists and artisans; pre-university education; humanism; the universities; popular culture; festivals; dance; and elements of early modern daily life including the use of domestic space, clothing and food. Credit 3 units.

U16 Hist 3323 Jews and Christians in Nazi Germany
This course examines how religion, culture, and ideology shaped the lives of Jews and Christians living in Germany during the Third Reich. We will examine the reactions of German Protestants and Catholics to the Nazi regime’s oppression of Germany’s Jewish population and attempt to annihilate European Jewry. We also focus on the experiences and reflections of German Jews living in these desperate times. Questions addressed include: To what degree did German Protestants and Catholics, who represented nearly 95 percent of the German populace, support Nazi policies? How did their identity as Germans inform their views of Jews? How did German Jews view their Christian neighbors and Christianity during this time? Credit 3 units. UColl: HEU, HSM

U16 Hist 3473 The American Wars in Asia and the Pacific, 1898-1975
This course will examine the causes, conduct, and consequences of four wars that the United States has fought in Asia since 1898: the Philippine-American War; the Pacific theater in World War II; the Korean War; and the Vietnam War. We will focus on the political, diplomatic, and military aspects of these conflicts and explore how these wars shaped the history of Asia and the United States. The course provides an opportunity for students to conduct their own research and to hone their analytical and writing skills. Credit 3 units. UColl: HSM, HUS

U16 Hist 3490 The Age of Extremes: A Global History of the 20th Century
The 20th century, declared historian Eric Hobsbawn, was an "age of extremes" — of great idealism, along with brutal militarism; of humanitarian crusades, along with calculated genocide; of unprecedented prosperity, along with crushing poverty. No part of the world escaped the extremes of the century. This course will look at the big picture of social, political, cultural, and economic changes, while also considering how these changes affected individual lives. The course begins with the high point of European imperialism on the cusp of World War I and closes with our current era of economic globalization alongside religious fundamentalism. It is placed on tracings of how important to this course will be the ideas that shaped history and the history of the 20th century from a global perspective. Credit 3 units. UColl: HSM, HTR

U16 Hist 3504 Gandhi: The Man and His Methods
Few individuals have held as prominent a place in the historical imagination as Mohandas K. Gandhi. In this course, students will examine all facets of Gandhi’s life and ideas in order to better address his role in history. Students will hone the fundamental skills of historical scholarship and research through a combination of traditional and creative assignments. Credit 3 units. UColl: HSA, HSM, NW

U16 Hist 3510 The History of the Civil Rights Movement: Jamestown to Ferguson
This course examines the origins, evolution, and impact of the U.S. Civil Rights Movement beginning with the North American slave trade in Jamestown, Virginia, in 1619, through civil disobedience and race riots in the mid-20th century, to the response, locally and nationwide, to Michael Brown’s violent death in Ferguson. Special emphasis is placed on tracing its impact and continuing legacy on contemporary ideas and social policies about race, ethnicity, culture and national origin. Credit 3 units. UColl: ACH, ACS, HSM, HUS

U16 Hist 3514 Early Modern England Under the Tudors and Stuarts
This course will examine the transformation of England and its people from the 16th to the 18th century and consider how the English came to terms with their changing world. Over the course of 200 years, England went from being a second-rate kingdom on the periphery of Europe to a world power with far-flung colonies. Politics, religion, society, and the economy were all transformed. The power of the sovereign was eclipsed by Parliament, the Church of England broke away from Rome, and a largely agrarian society became increasingly urban and commercial. Credit 3 units. UColl: HEU, HSM

U16 Hist 3517 A History of Youth in the United States
Throughout the history of the United States, youth has been feared for its power and desired for its potential. The position of young people in American society has evolved in relation to assumptions about race, class, and gender, as well as developments in politics and culture. This course uses the history of the ideals and experiences of youth to understand changes in the requirements for autonomy. Emphasis will be placed on moments when youth exerted power, both real and imagined, in American society, and how leaders have used the fear and desire of youth to motivate cultural, political, or economic change. Credit 3 units. UColl: HSM, HUS
U16 Hist 3520 “Happy Wars and Sad Love Songs”: A History of Ireland
Through a broad range of primary sources — including imaginative literature and music — this course examines Ireland's relations with, and contributions to, the wider history of the British Isles and Europe, as well as the consequences of the Irish diaspora in the modern era. The course is arranged thematically and chronologically, and lessons address the major trends in the history of Ireland from earliest times to the present day, with roughly two-thirds of the semester focusing on the last two and a half centuries. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions. Credit 3 units. UColl: HEU, HSM

U16 Hist 3525 U.S. Environmental History
Environmental history is the analysis of the interplay between human beings and their environment over time. This course will examine this interplay throughout the history of the United States, paying specific attention to the St. Louis region. Major topics will include: the impact of humans on the environment before and after European colonization; environmental changes brought about by the transportation and commercial revolutions; environmental consequences of rapid urbanization and industrialization in the second half of the 19th century; environmental reforms during the Progressive era; social consequences of pollution in the 20th century; and contemporary environmental movement(s). Credit 3 units. UColl: HSM, HUS

U16 Hist 3529 Global Perspectives on the American Civil War
The Civil War is widely understood to be the turning point of American history. But scholars are only beginning to address the scope and character of its impact on world history. This course treats the American Civil War as a global event. It places the war to preserve the Union and end slavery in the wider context of the long 19th century, one that encompasses various histories of slavery, antislavery, capitalism, nationalism, state-building, and empire as they collectively gave birth to the modern world. As Union and Confederate troops collided, parallel contests over democracy and the rights of labor gripped Europe. Credit 3 units. UColl: HSM, HSR, HTR

U16 Hist 3550 20th-Century Britain
Credit 3 units. UColl: HEU, HSM

U16 Hist 3560 20th-Century Europe
In 1914, several European nations dominated much of the world through vast overseas empires in which they exercised military, political, and economic power. Today, an increasingly united Europe has reemerged as a major geopolitical entity that some see as a serious challenger to American global supremacy. This course explores the decline, fall, and slow return of the "new Europe" by examining the history of Europe from the First World War to the present. It considers the decline of Europe brought about by two devastating wars, and the crucial impact of war and genocide in shaping European politics, society, and culture; the place of Europe in the Cold War; and the European retreat from empire in the postwar era. It also examines the development of a new idea of Europe through the formation of economic and political institutions that have created the European Union. Throughout the course, special emphasis will be placed on changing concepts of "Europe" and the meanings of European identity in the 20th and into the 21st century. Credit 3 units. UColl: HEU, HSM

U16 Hist 3580 The History of the British Empire
This survey course will help students situate the British Empire within its global context, explore the dominant personalities and their roles in shaping British policy, and understand the background to some of the major conflicts occurring today. Britain at one time controlled nearly 40 percent of the world's territories. She was a major participant in World War I and II and ranked as the premier naval power in the world. The end of the British Empire in the 1960s led to the creation of numerous new nation-states around the globe. Credit 3 units. UColl: HEU, HSM

U16 Hist 3591 No Fail-Safe: America, the Atomic Bomb, and the Cold War
In this discussion-based course, we will examine a vivid array of source material to explore how Americans experienced the Cold War, taking as a point of entry perhaps the most worrisome obsession of the period: the atomic bomb. We will revisit developments on the local level in St. Louis that fundamentally shaped national events, as well as those on an international stage even further removed. From the earliest representations of nuclear weapons in fiction, to their actual use and proliferation, we will consider the "public imaginary" of aspiration and fear surrounding the atom. We will analyze science, policy, politics, and culture to grapple with one of the most powerful influences in American life at mid-century, reaching a deeper understanding of what it meant to witness these difficult, dangerous, and truly formative years. Credit 3 units.

U16 Hist 3610 Women and Gender in Renaissance Italy
The intention of the course is to gain a solid knowledge of and appreciation for the experience of women who lived in early modern or "Renaissance" Italy. We will explore what is distinctive about the Renaissance era for women and underline the unique contributions that women have made to early modern Italian society and culture and how their roles and participation in their world differed from those of the men with whom they interacted. Specifically we will examine: theories, ideas, and laws about women; women and the creation of high culture; women and religion; homemakers, working women and women's economic roles; and women, their bodies, and the longue durée of women’s history. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.

Credit 3 units. UColl: HEU, HSM, OLI

U16 Hist 3612 Artisans & Crafts in the Workshops of Renaissance Italy
This course will study the antichi mestieri (old world trades) and the artisans behind the production of material culture in Renaissance Italy. In addition to studying the crafts produced in that society, we will discuss the relevant terminology, defining and discussing words and concepts such as artisan, artifex, art, craft, minor and major arts, and work. We also learn about goldsmiths, woodworkers, bakers, construction workers, ceramicists, apothecaries, and painters of the time. We will conclude the course by examining the old world yet necessarily avant-garde artisan culture still alive in Rome today despite the
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<tr>
<th>Course Code</th>
<th>Course Name and Description</th>
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<tbody>
<tr>
<td>U16 Hist 3620</td>
<td>Research Seminar: Liberals and Conservatives in Recent American History This course explores the interplay of modern American liberalism and conservatism, the two ideologies/political worldviews that have defined U.S. politics since the 1930s. It is impossible fully to understand one without also studying the other. Modern liberalism became a political force during the presidency of Franklin Delano Roosevelt, while modern conservatism emerged as a viable movement during the early Cold War years. Looking at political thought, grassroots activism, and electoral politics, the course will trace the evolution of political perspectives, along with frequent intersections, from the New Deal through the postwar and Reagan eras and up to the present. Credit 3 units.</td>
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<tr>
<td>U16 Hist 3635</td>
<td>American Forgiveness: Reconciliation, Reparation, and Pardon in U.S. History This course will consider the cultural history and meaning of forgiveness and unforgiveness in America from 1790 to today. How has the very meaning of “forgiveness” evolved in American history and why? Historically, how have personal experiences of forgiveness and unforgiveness been part and parcel of mass movements toward or away from acts of forgiveness in, or of, the nation? Can understanding the history of forgiveness in American culture usefully inform present efforts at forgiveness and reconciliation in American culture? Topics include: forgiveness of loyalists and of Britain after the revolution, imperfect racial and regional reconciliation after the Civil War, intergenerational tensions and forgiveness in American history, changing view concerning bankruptcy and debt forgiveness, political scandals and forgiveness, the history of “restitution” as an aim in the American justice system, President Ford’s pardoning of President Nixon, changing divorce, and adultery laws. Credit 3 units.</td>
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<td>U16 Hist 3638</td>
<td>Debating U.S. History: Museums, Monuments and Public Memory This course is fully online. Credit 3 units.</td>
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<tr>
<td>U16 Hist 3639</td>
<td>The World in Crisis: 1914-1945 Credit 3 units.</td>
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<tr>
<td>U16 Hist 3641</td>
<td>A Social History of World War I: Reconsidering the Great War in Global Context World War I changed the course of world history. It brought about the disintegration of four vast empires and seriously undermined the stability of two others. At the same time, World War I confirmed the arrival of the United States onto the world stage and re-drew the political and territorial frontiers of central and southeast Europe, the Middle East, Africa, and the Pacific. We will place the First World War in a global context, examining it from social, political, economic, and military viewpoints, and consider its continuing legacy into the 21st century. This course is fully online. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions. Credit 3 units.</td>
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<tr>
<td>U16 Hist 3644</td>
<td>World War II in Global Perspective This course will examine the origins, conduct, and consequences of the Second World War. Topics include political, diplomatic and military strategies, the experience of civilian populations, and the role of resistance movements. The course will also explore how the war reshaped the politics and culture of peoples around the world — fueling nationalist movements in Asia and Africa and transforming attitudes toward military conflict in Europe. The course provides an opportunity for students to conduct their own research into historical topics and to hone their writing skills. Credit 3 units.</td>
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<tr>
<td>U16 Hist 3645</td>
<td>Pursuing Happiness in America This course considers how and why Americans’ beliefs about the nature and sources of happiness have changed. Topics include: colonial American preacher Jonathan Edwards’ theology of joy; early American political revolutionaries’ reasoning from the universality of human “pursuit of happiness,” and subsequent revolutions in economy, sentiments, sexuality, psychology, and pharmacology that, during the following two centuries, were successively billed as lodestones toward popular happiness. Credit 3 units.</td>
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<tr>
<td>U16 Hist 3648</td>
<td>Working Class: Labor in American History This course explores how working men and women shaped the history of the United States. We begin with the various forms of indentured and enslaved labor in the colonial era, continue through the rise of industrial capitalism in the Gilded Age, and conclude with the “postindustrial” days of the early 21st century. Students engage the social, political, economic, and environmental transformations of working life in America, including issues of race, class, gender, immigration, urbanization, industrialization, trade unions, technology, and globalization. Ultimately, students in this course will be able to address today’s labor issues using a long historical perspective on the struggles of the working class in America. Credit 3 units.</td>
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<tr>
<td>U16 Hist 3660</td>
<td>The Politics of New Communications Practices in America, 1760-Present From town criers in pre-Revolutionary America to internet viral videos in the 21st century, changing communications technologies and practices in America shaped and reshaped not only political style but also political substances and outcomes. To learn how this was so historically, we consider such themes as: the gendering of rumor and innuendo in early America; “grapevine” communication by African-American slaves; the telegraph and 19th-century “spiritism”; Alexander Graham Bell and how intertwined politics of race, ethnicity and nation in Gilded Age America were affected by the emerging phonograph, telephone and cinematic technology; and social and political affects and cache of emergent radio, television, CB radio, ham radio, and the still-changing internet. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions. Credit 3 units.</td>
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U16 Hist 3661 The Politics of Medical Science in America: Colonial Times to the Present
This course examines the complex relationship between politics and medical science in American history, using examples from Cotton Mather's stance on smallpox vaccinations to Michael J. Fox's role in today's stem cell debate. We will analyze arguments about the nature of medical science and the relationship between science and public policy as reflected in debates about issues such as immigration, race, imperialism, gender, sexuality, reproduction, crime, land use, ethics and religion. We will also look at the political consequences of controversial medical-scientific paradigms and practices throughout American history, such as: vaccination; germ theory; midwifery; anesthesia; focal sepsis; phrenology; contagionism; quarantine; osteopathy; animal magnetism; eugenics; abortion; embryology; the Tuskegee syphilis study; and genetic mapping. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3665 The Politics of Secrecy in America, 1790-Present
From fears of secret machinations by British colonial ministers that underwrote the American Revolution to conspiratorial theories about the intent of Lincoln and his "Black Republicans" that precipitated southern secession in 1860 and 1861 to contemporary conspiracy theory about the 2000 and 2004 elections, the 9/11 attacks and the present "War on Terror," secrets — real and imagined — have dramatically influenced political attitudes, beliefs and practices in American history. When and why did "openness" and "privacy," become key American values? Have then-secret happenings and decisions shaped American history as much as contemporary overt choices and occurrences? How have changes in the repertoire of secrets that Americans keep from, and suspect about, each other shaped and revealed contemporary American politics and society? This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units. UColl: HSM, HUS, OLI

U16 Hist 3666 The History of Eating in America from Colonial Times to the Present
This course is a history of the myriad ways that Americans have used food to mark class, gender, style, region, patriotism, dissent, politics, and personality, from the "starving time" in colonial Jamestown to today's "Fast Food Nation." Topics include the Boston Tea Party, African-American foodways, race and assimilation in regional food cultures, "clay-eaters" in antebellum America, the creation of food-regulation agencies in the late-19th century, cooking as a gendered activity and the rise of "dieting." This course is fully online. Only University College students may receive credit for fully online courses.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3671 Liberals, Conservatives, and American Presidents - from Roosevelt to Reagan
As the nation chooses a new president, the events of the Obama years — recession, recovery, divided government, profound social changes, and renewed fears — already are crying out for historical perspective. This course offers such perspective by exploring the political worldviews that have defined U.S. politics since the 1930s, along with the presidential administrations that have shaped their development. Modern liberalism became a force during the presidency of Franklin Delano Roosevelt. Modern conservatism came of age with the election of Ronald Reagan. By tracing the evolution of liberalism and conservatism, this course offers a chance to compare the Obama presidency with past administrations and to put the unfolding presidential campaign in context.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3679 Immigrant America
The United States may be known as a "nation of immigrants" and "melting pot," but debates over who to welcome across its borders — and who is a threat — are as old as the country itself. This course traces national discussions over immigration from the first 1790 Naturalization Act to the era of Donald Trump, asking how our country and its citizens have encouraged and deterred foreign-born settlers as well as how immigrant Americans responded to these opportunities and challenges.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3682 The Cold War and the Modern Spy
This course studies the Cold War through the lens of modern espionage. We begin by studying how technology developed in World War I, such as the use of codes and code-breaking machines, enabled the growth of intelligence organizations with the goal of collecting information against the Germans. World War II spawned a new age of electronic surveillance, spies and counterspies, as tensions increased between democratic and communist allies. We will examine the creation of the CIA and KGB; NATO and the Warsaw Pact; the use of secret tunnels; aerial and satellite reconnaissance; embedded spies and moles; the "Atomic Spy"; and the use of military intelligence in covert activities.
Credit 3 units. UColl: HSM, HTR, OLI

U16 Hist 3690 Sports in American History
This course examines American sports from the colonial period through the 21st century, with emphasis on the rise of organized sports institutions, as well as individual and team play, and their role in shaping and influencing American society and culture. Students also will examine the relationships of race, class, gender, ethnicity, and religion in sports. These issues will be discussed in the context of baseball, football, basketball, tennis, and soccer, as well as the Olympics and other international sport.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3703 The Apollo Moon Landings in American History
This course explores historically not only the familiar accomplishments and adventures of the Apollo moon landings, but their once-classified cold-war contexts and purposes, including questions the missions raised: What is the proper place of "big science" and "big government" in a liberal democracy? Do scientific understandings threaten or complement religious and aesthetic ways of comprehending nature and humanity? As machines are made more sophisticated, do they augment, or upstage, the human beings who produce them? Can we explore nature scientifically without conquering it imperially? Topics include: gender, race and regionalism within the space program; "Operation Paperclip" and the once-classified Nazi pasts of dozens of key German expatriate engineers and scientists who spearheaded the design of the Saturn V; the politics of space-program funding; the role of media, especially television, in
U16 Hist 3742 U.S. Foreign Relations, 1914-1989
This course will explore the goals, content, and conduct of U.S. Foreign Policy from 1914 to 1989, a span of 75 years that not only witnessed two world wars and the “Cold War,” but also actions by U.S. policy makers and others that set the stage for national security crises of the early 21st century. We will examine the international presence of the United States as it took shape in every region of the world, from Latin America and Asia to the Middle East and Europe.
Credit 3 units. UColl: ACH, HSM, HUS

U16 Hist 3744 The Eagle and the Bear: The Reputation of Russia in American Politics and Society
This course examines how Americans have regarded Russia from the era of George Washington to the present. We consider the various ways in which “Russia” has functioned as a symbol around and against which the U.S. defines itself and structures its policies, during times of both American attraction and repulsion. Topics include the U.S. founding generation’s impressions of Russia; Abraham Lincoln’s rhetorical assertions of Russian despotism; “Seward’s Folly,” the purchase of Alaska from Russia; American intervention in the Russian Civil War; American intellectuals’ affinity for Russia before World War II; the U.S.-U.S.S.R. alliance during World War II; the Cold War reputation of the Soviet Union; the 1972 Fisher-Spassky chess match; the “Miracle on Ice” at the 1980 Winter Olympics; the 1991 collapse of the U.S.S.R. and American triumphalist responses; the rise of Putin and Trump and the new realities and controversies surrounding Russian-American relations. This course is fully online. Only University College students receive credit for online courses.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3771 Islamic Spain (Al-Andalus): Three Faiths, One Land
From the VIII to the XV century, while northern Europe floundered in the Dark Ages, the Iberian Peninsula flourished under Islamic control. “Al-Andalus” became a place in which three different cultures and religious faiths — Muslims, Jews and Christians — coexisted and interacted in productive eras of peaceful coexistence enlaced with periods of violent confrontation. This complex and important period in Spain’s history is the focus of this course. We will study historical events that shaped the period, along with social, cultural, intellectual, and linguistic dimensions of al-Andalus. We also will use this historical backdrop to address issues and questions associated with the social and political relationship between Spain and Arabic/Muslim countries today.
Same as U94 JINE 377
Credit 3 units.

U16 Hist 3776 History of American Business, Management and Technology
This course is designed to introduce students to the study of the sociocultural aspects and elements in American business, management and technology. Its primary focus and emphasis, therefore, is directed to understanding how the sociocultural elements and aspects of American business, management and technology have developed and evolved over time. This course will also examine how business and management have helped to influence and shape how American society and culture have developed and been influenced by these evolutions in business and management.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3780 St. Louis Past and Present
This course is an overview of the history of St. Louis from 1764 to the present. Main topics include: colonial St. Louis; St. Louis as an “urban frontier”; St. Louis in the Age of Steam; slavery in St. Louis; St. Louis during the Civil War; St. Louis during the Gilded Age; the 1904 World’s Fair; the 1907 and 1917 master plans; the Great Migration and the emergence of African-American St. Louis; the impact of the automobile on the city; St. Louis during the Depression & World War II; postwar suburbanization; the turmoil of the ’60s; metropolitan fragmentation; and the growth of St. Louis “edge cities.”
Credit 3 units. UColl: HSM, HUS
U16 Hist 3782 Medicine and Magic in Europe in the Early Modern Period
This course will explore the European medical world in general and the European-Jewish medical world in particular from the Middle Ages to the threshold of modernity. Throughout the course we will focus on the place of "magic" in the early modern medical "marketplace," and its relations to the emergence of modern "science" and medicine. Further discussion will be dedicated to the role of the magical healers, their methods of treatment, and to the attitudes toward them in the Jewish and Christian societies. We will also examine the connection between gender, the great witch-hunt and the process of "Medicalization," discuss the phenomenon of exorcism as a medical treatment, and address the attitude of the Enlightenment toward magic and the "irrational." Credit 3 units. UColl: HEU, HSM

U16 Hist 380 African-American History since 1865
Examination of the economic, political, social, and cultural factors that shaped the African-American experience in the United States from the close of the Civil War to the present time. Credit 3 units.

U16 Hist 3801 Topics in Religion
Same as U66 RelSt 380
Credit 3 units.

U16 Hist 3803 Ben Franklin's America
In this course, students will explore Ben Franklin's America, from the earliest stirrings of political and religious dissent in the first decades of the 18th century to the post-Revolutionary debates over the meaning of republican virtue, American character, and representative government. Credit 3 units. UColl: HSM, HUS

U16 Hist 3849 A Comparative History of Socialism in the U.S. and Europe
In 1906, the German sociologist Werner Sombart published *Why is There no Socialism in the United States?*, a seminal study that tried to account for the weakness of the workers' movement in the United States. The issues raised in the book continue to interest scholars to this day. Is there really no socialism in America? Has there ever been? Is Europe better suited for socialism? Is there something "un-American" about it, as the right still argues? Are the lack of welfare legislation and nationalized health care, for example, signs that socialism has "failed"? This class will explore these topics through a comparative history of socialism in Europe and the United States since the beginning of the 19th century. Students will acquire a comprehensive knowledge of the various interpretations of the terms and the application of its ideals in different historical and geographic contexts. Credit 3 units. UColl: HEU, HSM, HUS

U16 Hist 3860 War, Rebellion, and the Formation of American Identity, 1754-1865
This course will survey the United States' experiences with rebellion and organized armed conflict from the origins of the American Revolution until the Civil War. Though the class will deal with war, its focus will not be on military tactics or the outcome of battles — indeed several of the conflicts it will consider were entirely bloodless. Rather, the course will utilize war and rebellion as a prism through which to view the ways in which Americans conceived of themselves. Credit 3 units.

U16 Hist 3870 The History of the Holocaust
This course deals with the Nazi regime's attempt to annihilate European Jewry. Important points of focus are antisemitism, the Nazi world view, and the examination of pivotal events on the path to the "Final Solution." We will also address a number of significant debates in the historical literature about the Holocaust. Was Nazism a "political religion"? Should we compare the Holocaust to other genocides, or was it a historically unique event? Can or should we consider the Holocaust as an event separate from the Second World War? To what extent did antisemitic ideas shape the actions and beliefs of perpetrators of violence against Jews? How deep did support for Hitler and the Nazis run among the German populace? For example, did intellectuals legitimate the anti-Jewish policies of the regime? Did the Enlightenment lead initially to the emancipation of Jews in Europe and yet more than a century later result in their dehumanization and murder? To what degree did German Protestants and Catholics, who together represented nearly 95 percent of the German populace, support Nazi policies? Can the evil perpetrated by the Nazis be considered "banal"? The course will incorporate a historical approach that is significantly informed by other disciplines, including sociology and religion. We will seek to achieve historicity by which to view the ways in which Americans conceived of themselves. Credit 3 units. UColl: HEU, HSM

U16 Hist 3920 History of the Mafia in Italy and the United States
This course examines the changing structures of power in the Mafia, along with its relationship to politics and religion, from its beginnings in the Middle Ages to its influence today in the United States. Our study takes us to the roots of the Italian Mafia, the migration of Sicilians to the United States, the growth and decline of organized crime under fascism. We also look at the all-encompassing impact of the Mafia during World War II, the rise of the Cosa Nostra and drug trafficking from Sicily to the United States, and the Mafia's arrival in the United States. The course concludes with a discussion of organized crime families and syndicates in a global context. Credit 3 units. UColl: HEU, HSM, HUS

U16 Hist 3972 Riots and Revolutions: A History of Modern France, 1789-Present
This course surveys the history of France from the Revolution of 1789 through the beginning of the 21st century. From the political revolution that kicked off the modern era of French history through the race riots of 2005, this history is punctuated by popular protest and political revolution. Major popular uprisings or political revolutions occurred in 1789, 1799, 1815, 1830, 1848, 1852, 1871, 1917, 1939, 1958, 1968, and 2005. In this class we will examine the long history of the modern era through the lens of riots and revolution. Political rights, labor standards, the rise of the middle class, avant-garde art movements, the Algerian War, the cultural fallout of colonialism: All of these historical phenomena can be read through the contestable politics that have shaped modern France. Credit 3 units. UColl: HEU, HSM
U16 Hist 3975 Dark Continent: Europe in the Age of Total War, 1914-1945
The First World War led to the deaths of some 20 million people. While it has since been viewed as a senseless waste, at its outset it was seen in a generally positive light: a war for defense against aggression, for the liberation of occupied territories and for national glory. In this course, students will explore European politics, society and culture during a period dominated by two world wars. Topics include: imperialism and great power competition; the Great War; the Russian Revolution; Nazism and Fascism; World War II and the Holocaust. Particular attention will be paid to the ways in which religion, ideology and nationalism appreciably shaped the lives of people living in an era of total war.
Credit 3 units. UColl: HSM, HUS

U16 Hist 399 Senior Honors Research Project
Directed research and writing for the Honors Research Project. Only open to students admitted to the University College Undergraduate Honors Program, and with permission of instructor.
Credit 3 units.

U16 Hist 400 Independent Study
Credit variable, maximum 3 units.

U16 Hist 4001 Directed Fieldwork in Historical and Archival Professions
A fieldwork project under the direction of a History faculty.
Credit variable, maximum 6 units.

U16 Hist 4002 Directed Fieldwork in Historical and Archival Professions
A fieldwork project under the direction of a History faculty.
Credit variable, maximum 6 units.

U16 Hist 4010 Research Seminar: British Liberalism and the Scottish Enlightenment
Much of modern democratic, economic and religious thinking across the world traces its origins directly to 17th- and 18th-century Britain, including the philosophical and political foundation of the United States. Among the broad themes which this course surveys are: the development of the idea of state sovereignty; the role of government; the nature of the commercial economy and capitalism; and the debates over morality and religion.
Credit 3 units.

U16 Hist 4402 Gateway to the Atomic Age: St. Louis and Nuclear Legacies of the Cold War
This course studies radioactive waste sites and illness in the vicinity of St. Louis arising from the region's contribution to nuclear weapons production in the 20th century. We will examine the context of Cold War nuclear production and subsequent attempts to address its consequences for environment and health, with attention to political pressures, public understanding, and scientific knowledge, together with the universe of federal regulation and compensation emerging around the atom since 1945. Source material will include federal reports and correspondence produced by state agencies, journalistic and scholarly accounts, and mass media evidence generated from the early 20th century to the present. Includes field trips to local sites.
Same as U89 AMCS 4402
Credit 3 units. UColl: ACH

U16 Hist 4921 Decoding the City
While architecture and infrastructure are worthy of study in themselves, often they signify more complex cultural meanings, mask efforts to erase or reorder the city, and conceal histories of injustice. This course presents methods for “reading” the built form of the American city to decode histories of architecture, culture, public policy and economics. City space can be read literally, but this course will unpack the symbolic meanings of urban spaces, neighborhoods, buildings and sites. Students will undertake readings that will present methods for understanding and analyzing the city’s form, before delving into a specific case study of the Mill Creek Valley. As St. Louis’ largest African-American neighborhood, but almost completely erased between 1959 and 1965 using city and federal funds, the site of the neighborhood remains a potent and under-examined part of St. Louis. The course will examine the history of the neighborhood as well as related histories of federal and local urban renewal policies, African-American cultural history and historic preservation. Research into the neighborhood will include experiences at local archives where students will learn to attain and apply primary source documents vital to urban history including Census records, building permits, municipal ordinances and insurance maps. Additional readings will offer insights into possible methods for interpreting and commemorating places that illuminate the urban built environment’s historic past. The final project in this course will entail students collaboratively working on a public interpretive project for Mill Creek Valley where they can apply both methods of decoding and curating the city. This course satisfies the Humanities and Social Science requirement for the master’s program in American Culture Studies.
Same as U89 AMCS 492
Credit 3 units. UColl: ACH, ACS, HSM, HUS

Industrial and Organizational Psychology
The undergraduate degree in Industrial and Organizational Psychology is designed for students planning to work in the fields of general management, human resources/personnel, and organizational behavior. The course work focuses on the behavioral aspects of managing and supervising the human resources of an organization or industry.
We also offer a minor in industrial and organizational psychology for students who are interested but who are pursuing other subjects.

Contact: Emily Cohen-Shikora, PhD
Phone: 314-935-7650
Email: ecohensh@wustl.edu
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-industrial-psychology
Degree Requirements

The Major in Industrial and Organizational Psychology

All University College undergraduate students must satisfy the same general-education requirements (p. 74). Requirements specific to this major include:

Required Core Courses in Psychology (15 units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Psych 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 300</td>
<td>Introductory Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Psych 315</td>
<td>Introduction to Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>or Psych 353</td>
<td>Psychology of Personality</td>
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<tr>
<td>Psych 359</td>
<td>Cognitive Psychology</td>
<td>3</td>
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<tr>
<td>or Psych 365</td>
<td>Learning and Memory</td>
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<tr>
<td>Psych 404</td>
<td>Psychological Tests and Measurements</td>
<td>3</td>
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Total Units: 15

Required I/O Courses (12 units):

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Psych 214</td>
<td>Introduction to Industrial and Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 314</td>
<td>Industrial and Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 468</td>
<td>Applied Psychology of Learning: Training in Industry</td>
<td>3</td>
</tr>
<tr>
<td>Psych 480</td>
<td>Introduction to Group Dynamics</td>
<td>3</td>
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Total Units: 12

Business-Related Courses (9 units from the following list; others by permission):

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>Bus 263</td>
<td>Financial and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 342</td>
<td>Business Finance</td>
<td>3</td>
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<tr>
<td>or Bus 270</td>
<td>Marketing Concepts</td>
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<tr>
<td>Bus 339</td>
<td>Principles of Management</td>
<td>3</td>
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Total Units: 9

The Minor in Industrial and Organizational Psychology

Required Courses

<table>
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<tr>
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<tbody>
<tr>
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<td>or Psych 468</td>
<td>Applied Psychology of Learning: Training in Industry</td>
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</tbody>
</table>

6 units of authorized Psychology or Business courses, of which at least one must be an upper-level (300-400) course

Total Units: 18

Students electing to major in psychology and also complete this special minor must complete a total of 39 units in psychology instead of the usual 33. They must choose courses for the psychology major which are distinct from those required for the industrial and organizational psychology minor, with the exception of Introduction to Psychology and Introductory Psychological Statistics.

Courses


U09 Psych 100 Introduction to Psychology
This course covers current concepts and theories of learning, motivations, emotion, perception, thought, intelligence, and personality, emphasizing both biological and philosophical aspects. Psych 100 is a prerequisite for all 300-level and above psychology courses.
Credit 3 units.

U09 Psych 214 Introduction to Industrial and Organizational Psychology
This course explores the application of research findings in psychology and other behavioral sciences to issues and problems in the workplace, including both theory and methodology. Includes motivation, communication, learning, decision making, leadership, power and influence, and personnel selection. Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units.

U09 Psych 230 Human Growth and Development
This course provides an overview of emotional, psychological, physical, and social development through the life span. We will emphasize the developmental tasks, characteristics, and typical behaviors of each developmental era (infancy, childhood, adolescence, adulthood, later life). We will study major developmental theorists including Freud, Erickson, Piaget, Millet, Gilligan, and Kohlberg. Prerequisite: U09-100. Open only to University College students.
Credit 3 units.

U09 Psych 235 Life Stories: Personal Approaches to Adult Development, Learning, and Life Planning
This course examines adult development and adult learning as points of reference for analyzing the major decisions, changes, and opportunities that influence our own lives — at work, at school, at home, and in the larger community. We will also
examine the sustaining role of liberal education in our personal and professional growth. We will read a combination of personal memoir, autobiography, and other nonfiction to illustrate how other people have responded to life's challenges and transitions, and to help us construct our own life stories, educational and professional plans. Selected readings from psychology, education, literature, anthropology, sociology, leadership and career development, include Composing a Life, Tuesdays with Morrie, Habits of the Heart, The Leadership Challenge, Journey in the Middle of the Road, and A River Runs Through It. Cannot count toward requirements for the psychological and brain sciences major or minor for day students. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 240 Internship in Psychology
Participation under supervision in an applied, non-academic community agency for course credit. Prerequisites, procedures for enrollment, and course requirements are described in an Internship Guide available in the University College office. Approval of the petition to enroll required prior to enrollment. Open only to University College psychology majors. Credit 3 units.

U09 Psych 2501 Introduction to Animal Behavior
The basics of animal behavior, both instinctive and learned. Covers interactive behavior including communication, dominance, and predator-prey, with particular attention to complex interactive behaviors such as mating, parenting, and socializing.
Same as U29 Bio 250
Credit 3 units.

U09 Psych 300 Introductory Psychological Statistics
Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, although knowledge of elementary algebra is essential. 
Credit 3 units.

U09 Psych 3015 Research Methods
This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Not open to day students. Prerequisites: U09-100, U09-300.
Credit 3 units.

U09 Psych 308 Social Gerontology
This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. Prerequisite: U09 Psych 100.
Credit 3 units.

U09 Psych 309 Evolutionary Psychology
This course will explore the extent to which an understanding of biological evolution is relevant to an understanding of human psychology. Fundamental evolutionary principles will be introduced and their application to psychological theory and research carefully evaluated. Individual topics include romantic relationships, family dynamics, cooperation, clinical pathology, judgment and decision-making, religious belief, and more. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 311 History and Modern Systems of Psychology
An introduction to the history of psychology. This course begins with a brief consideration of forces leading to development of psychology in the mid-1800s. It then examines the birth of modern psychology in Germany, and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also consider the impact of psychology on American public life during the 20th century. Prerequisite: U09 100.
Credit 3 units.

U09 Psych 314 Industrial and Organizational Psychology
Interactions of individuals and organizations in measures of human performance, motivation, leadership, job satisfaction, training, ability testing, and stress. Skill-building in the techniques of psychology that are applied to the solution of business and industrial problems. Prerequisites: U09-214 and 300, or permission of instructor.
Credit 3 units.

U09 Psych 315 Introduction to Social Psychology
Interaction of biological, cultural, situational, and technological factors on who we are and how we interact with others: person perception, motivation, attitudes, and communication.
Credit 3 units.

U09 Psych 3195 Abnormal Child Psychology
This course will familiarize students with current perspectives on the nature, causes, assessment, treatment, and prevention of child psychiatric disorders and related family dysfunction. Theoretical perspectives and research findings will be discussed pertaining to anxiety, depression, conduct disorder, attention-deficit/hyperactivity disorder, autism, learning impairments, and parent-child conflict. 
Credit 3 units.

U09 Psych 3200 Child Health Psychology
This course examines the field of child health psychology, which focuses on the impact of health and illness on the physical and psychological development of children and adolescents. We will explore the relations among psychological and physical health and the welfare of children within a developmental perspective, considered within the contexts of families, health care systems, schools, peers, and community. Topics such as chronic illness (e.g., cystic fibrosis, sickle cell disease, organ transplant, asthma), adherence to medically prescribed regimens, and neuropsychological aspects of chronic illness will be addressed. Previous course work in Developmental Psychology (e.g., U09 230, U09 322) would be helpful but not required. 
Credit 3 units.

U09 Psych 322 Developmental Psychology
In this course we will study behavior in children including developmental methodology, prenatal development, memory, cognition, attention, perception, language, sex roles, morality,
emotions, aggression, and intelligence testing. Prerequisite: U09-100.
Credit 3 units.

**U09 Psych 325 Psychology of Adolescence**
Psychology of the period from puberty to adulthood; the major developmental tasks such as identity formation and the influence of differential parental style upon the development of adolescents. Prerequisite: U09-100.
Credit 3 units.

**U09 Psych 3251 Juvenile Delinquency**
This course explores the nature of juvenile delinquency, including its root causes and influences, as well as the various strategies currently being employed to reduce and prevent delinquent behavior. The course discusses how delinquency begins, persists, and is overcome. Delinquency will be looked at from both a sociological and developmental-psychological perspective. We will discuss the criminal justice response to delinquency and evaluate programs and models that have met with varying degrees of success, as well as those that have had the opposite effect on reducing delinquent behavior.
Credit 3 units. UColl: OLI

**U09 Psych 3261 Psychology of Aging**
Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity studied to understand the capacities and potential of the mature and older person.
Credit 3 units. UColl: OLI

**U09 Psych 330 Perspectives on Counseling**
This is an experiential course teaching skills in the counseling process. We will examine awareness and listening, attending and reflecting, questioning and summarizing, empathy, concreteness, problem definition, probing, and detailing. Role-playing and group work supplement didactic material. Prerequisite: U09-100.
Credit 3 units.

**U09 Psych 3401 Biological Psychology**
An introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. Prerequisite: Psych 100.
Credit 3 units.

**U09 Psych 353 Psychology of Personality**
This course covers basic theories of personality and complex human behavior. We study related techniques, procedures, and findings of personality assessment and personality research, and examine critical issues in the evaluation of personality theories.
Credit 3 units. UColl: OLI

**U09 Psych 354 Abnormal Psychology: The Major Mental Disorders**
Deviant and maladjusted behavior, including neuroses and psychoses. Biological, social, and individual determinants of maladjustment; cultural perspectives on mental health and illness; diagnosis, etiology, and treatment.
Credit 3 units.

**U09 Psych 358 Health Psychology**
This course examines the history of health psychology and its place in general health care. We will examine relevant theory as applied to specific topics including stress, coping, weight loss, chronic illness in general (diabetes in particular), adherence to medically prescribed regimens, Type A personality and cardiac risk factors. Prerequisite: U09-100.
Credit 3 units.

**U09 Psych 359 Cognitive Psychology**
Thought processing from an information processing approach. Includes pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving.
Credit 3 units. UColl: OLI

**U09 Psych 365 Learning and Memory**
In this course we focus on the major theories of human learning and memory. We review several behavioral-associationist theories, including classical conditioning and behavior modification. The course emphasis is on cognitive-organizational theories, human information processing, current perspectives on knowledge representation, and their implication for understanding and recall.
Credit 3 units. UColl: OLI

**U09 Psych 371 Investigative Psychology**
This course will expose students to a variety of methods and techniques for identifying and apprehending an unknown criminal suspect. Investigative techniques including effective information collection, detecting deception, and the development of decision support tools will be covered with attention given to the psychological processes underlying these decision support tools. This is a fully online course. Only University College students receive credit for fully online courses.
Credit 3 units. UColl: OLI

**U09 Psych 373 Psychology in the Courtroom**
This course studies ways in which principles of psychology are used in the courtroom, looking at how the principles influence and are used by lawyers, judges, witnesses, defendants, and jurors. We will consider issues of persuasion and prejudice in influencing jurors' decisions, and the role and tactics of expert witnesses and jury consultants, including the ethical guidelines under which they operate. Finally, the course will discuss the danger of violent behavior inside the courtroom, and how this behavior can be anticipated and prepared for through the development of security profiles.
Credit 3 units. UColl: OLI

**U09 Psych 374 Psychology of Policing**
This course will expose students to the discipline of police psychology, which is broadly defined as the application of psychological principles and methods to law enforcement. Subjects addressed will include the screening and hiring of police officers; conducting screening for special squads (e.g., SWAT); fitness-for-duty evaluations; training and consultation; and stress counseling, among others. The course examines the evolution of police psychology and early influences on the profession such as the experimental investigation of
psychological testing on police attitude and performance. Influential figures in the field of police psychology are discussed, including the work of Dr. Martin Reiser of the Los Angeles Police Department, the nation’s first full-time police psychologist. This course is fully online. Only University College students receive credit for online courses.
Credit 3 units. UColl: OLI

U09 Psych 376 Introduction to Criminology
A general introduction to the study of crime from an interdisciplinary perspective. Classical and contemporary sociological theories to explain and predict criminal behavior will be studied, as well as psychological theories from the psychoanalytic, behavioral, and cognitive traditions that attempt to account for criminality and the psychosocial development of a criminal personality type. Other topics include the measurement and extent of crime, the role of age, race, gender, social class in the causation of and reaction to crime, and the criminal justice response to crime, as well as recent trends in policing, corrections, and community-based interventions. This is a fully online course. Only University College students receive credit for fully online courses.
Credit 3 units. UColl: OLI

U09 Psych 377 Introduction to Forensic Psychology
Forensic psychology is the application of scientific psychological knowledge to matters that come before the judge or jury. This course will focus on criminal cases such as homicide and sex offender commitment and on personal injury cases. Topics will include consultation with attorneys, psychological tests used and recommended by forensic psychologists, and sex offender risk assessment. Other topics will include keys to being a dangerous expert on the witness stand. Numerous actual case studies will be presented.
Credit 3 units. UColl: OLI

U09 Psych 378 Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder
This course explores the nature and psychosocial factors of the major types of crises criminal justice professionals confront on a daily basis, including domestic violence, terrorism, riots and post-disaster panic, cults, threatened suicide, and active shooters, among others. Students will explore these topics against the backdrop of actual case examples like Hurricane Katrina, the attacks of 9/11, the shooting at Columbine High School, and the Branch Davidian standoff at Waco. Major theories and typology schemes that attempt to account for these behaviors will be explored, as well as the emotional impact of crisis response on police, correctional officers, and other first responders. The course may be used as an elective in the University College psychology major, but will not apply to the distribution areas in the major. This course is fully online. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units.

U09 Psych 379 Correctional Psychology
This course will introduce students to the correctional environment, and the many psychological considerations involved in the detention, rehabilitation, and reintegration of prison inmates. We will focus heavily on the psychological impact of incarceration, as well the various treatment issues related to inmate rehabilitation. Topics include the dynamics of power and oppression, gang affiliation, inmate management and control, and the problems of sexual assault and suicide among the inmate population. We also will discuss various legal decisions affecting the correctional environment, especially in relation to mental health treatment. Recommended: Abnormal Psychology.
Credit 3 units. UColl: OLI

U09 Psych 380 Psychology and Religion
This course offers an examination of the empirical literature on the psychological study of religion. Students will explore whether psychology can offer a scientifically valid examination of religion. We will use psycho-physiology research to examine religious and mystical experiences that are induced by methods ranging from breath control to meditation to use of hallucinogenic drugs. We will then look at social psychology research to investigate the relationship between religion and a host of issues such as fundamentalism, altruism, social and emotional adjustment, physical health, and satisfaction in life. Prerequisite: Introduction to Psychology. Note: Accelerated (ACTRAC) option: University College students have the option of taking this class for 4 units.
Credit 3 units.

U09 Psych 381 Cross-Cultural Psychology
An overview of social, developmental, and organizational forces from a cross-cultural perspective with a focus on culture as a variable, and its relationship to attitudes and behavior. A review of historical biases in the discipline of psychology will precede the study of research methodologies best suited to cross-cultural work. Also emphasized is the manner in which social and cultural forces shape the human experience. Prerequisite: Psych 100.
Credit 3 units. UColl: NW

U09 Psych 382 Moral Psychology
This course presents an overview of scientific approaches to moral psychology. The issues to be studied include how morality evolved, whether nonhuman animals or human infants have morality, how morality developed through the lifespan and across cultures, the roles of psychological mechanisms in morality, how morality is affected by psychological disorders, and altruism.
Credit 3 units.

U09 Psych 383 Correctional Theory & Practice
In this course we will explore every aspect of correctional theory and practice in America. We will look at the structure of the correctional system, both jails and prisons, the demographics of the inmate population, and the experience of those working in a correctional setting, especially correctional officers. We will look at inmate psychology, and the personality changes (prisonization) that often take place in an inmate during their period of incarceration. We will look at the special problems that must be addressed by correctional systems relating to juvenile, female, mentally ill, and aged inmates. Finally, we will discuss the death penalty and the ongoing debate in America about this type of punishment.
Credit 3 units. UColl: OLI

U09 Psych 389 Psychology of Consumer Behavior
Examination of consumer preferences and purchasing decisions in relation to psychological needs, sociological and multicultural influences, economic considerations, and advertising impact. The roles of attention, perception, emotion, learning, and cognition in attitude formation, change, and ultimately in consumer choices. The marketing concepts of segmentation,
product positioning, brand image, and brand loyalty are examined, as well as ethical considerations pertaining to product quality and safety, and to the advertising message. An overview of consumer research methodology, including questionnaire design, sampling and surveys, focus groups, observations, recall and recognition techniques, and physiological measures. Prerequisite: Psych 100.
Credit 3 units.

**U09 Psych 400 Independent Study**
Reading or research in a special area of psychology. Approval of a specific plan of reading or research by the supervising faculty member and the departmental coordinator is required prior to registration. Prerequisites: 15 hours of psychology course work, advanced standing, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors with a minimum GPA of 3.00. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). A student may enroll in this course only once. 2-3 units. Credit variable, maximum 3 units.

**U09 Psych 404 Psychological Tests and Measurements**
This course is an introduction to psychological tests and measurements. We will cover basic principles of test construction, including reliability, validity, item analysis, and development of normative data. We will examine major types of tests (e.g., intelligence, personality, interests, and attitudes), as well as their application to career counseling, clinical diagnosis, employee selection, performance appraisal, and organizational assessment. Prerequisite: one course in statistics.
Credit 3 units. UColl: OLI

**U09 Psych 406 Verbal Behavior**
This course will offer a comprehensive study of language from a behavioral perspective. Structural differences between types of verbal behavior will be examined as will empirical literature demonstrating verbal behavior interventions for individuals with deficits or excesses. Behavioral change procedures to be examined include: functional analysis, reinforcement, chaining, discrete trials, contingency contracting, reinforcement, and maintenance of behavior change. Ethical considerations are also addressed. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc. has approved for eligibility to take the Board Certified Associate Behavior Analyst Exam.
Credit 3 units.

**U09 Psych 409 Introduction to Behavior Analysis**
This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of applied behavior analysis. Topics to be covered include reinforcement, punishment, extinction, discrimination training, generalization, shaping, conditioned reinforcement, and schedules of reinforcement. The primary focus of the course will be on basic principles derived from laboratory research, but we also will examine applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors. Philosophical and historical antecedents of behaviorism also will be covered.
Credit 3 units.

**U09 Psych 414 Current Issues in Human Resources Management**
This course looks at current challenges and problems of managing people at work to meet individual, organizational, and societal needs. Prerequisites: U09-214 and 314.
Credit 3 units. UColl: OLI

**U09 Psych 444 Applied Behavior Analysis I**
This course focuses on behavioral principles and procedures as related to the acquisition of new behavior and the modification of existing behavior. Topics to be covered include: reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement. Although the focus is on basic principles derived from laboratory research, applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors are discussed. Philosophical and historical antecedents of behaviorism also are explored. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc. has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination.
Credit 3 units.

**U09 Psych 445 Applied Behavior Analysis II: Procedures for Behavior Change**
This course focuses on the complex behavioral principles and issues surrounding their application in the analysis and modification of behavior. In addition, students learn to identify behavior and environment relations that constitute behavioral deficits or excesses. Behavioral change procedures to be explored include: functional analysis, reinforcement, shaping, chaining, discrete trials, contingency contracting, reinforcement, and maintenance of behavior change. Ethical considerations are also addressed. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc. has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination.
Prerequisite: U09-444.
Credit 3 units.

**U09 Psych 446 Applied Behavior Analysis: Research Methods and Evaluation**
This course focuses on research design and methodology in behavior analytic research, with a focus on single-subject experimental designs. Various behavior-assessment and behavior-intervention evaluation strategies will be examined. In addition, the course explores techniques for direct observation, and measurement of behavior, as well as methods of summarizing data, data analyses, and the ethics of research.
Prerequisite: ABA I: Basic Principles of Behavior.
Credit 3 units.

**U09 Psych 449 Applied Behavior Analysis Practicum**
This practicum provides experience in applied behavior analysis and is designed for individuals who intend to pursue certification through the Behavior Analysis Certification Board (BCBA) examination at the Associate level (Board Certified Associate Behavior Analyst: BCABA). Students will work in community-based agencies and be supervised by the community agency and the Practicum faculty. Prerequisites: Admission to the Washington University Applied Behavior Analysis Certificate Program, and ABA I: Basic Principles of Behavior and ABA II: Procedures for Behavior Change and permission of instructor.
Credit 2 units.

**U09 Psych 460 Behavioral Medicine**
The role of behavior in the prevention and treatment of significant medical problems will be studied. The history of the field of behavioral medicine will be reviewed, with applications to medical problems and its complementary role in preventative
medicine in the context of a number of medical disorders and risky behaviors, including obesity, chronic pain, cancer, and smoking. Effective stress management practices to help ameliorate common results of stress such as tension headache and high blood pressure also will be studied. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 468 Applied Psychology of Learning: Training in Industry
Overview of the foundations of industrial training and the "tools of the trade." Review of learning and memory and recent findings on cognition. Study of methods and techniques used for analysis, design, development, and evaluation of training. Impact of recent advances in computing and instructional technologies. Prerequisites: U09-100 required and U09-214 or U09-314 recommended. Same as U87-468.
Credit 3 units.

U09 Psych 476 I/O Psychology from a Behaviorist Perspective
The material in this course is intended to provide an initial overview of the field of organizational behavior management (OBM). OBM involves the application of principles of behavior in order to improve individual or group performance within an organizational setting such as a business or human service setting. Some of the pioneers in the field will be reviewed along with applications to different types of issues that both large and small organizations face on a daily basis. The role of OBM in the prevention of significant organizational problems, its role in building better management practices as well as service delivery issues will be presented.
Credit 3 units.

U09 Psych 480 Introduction to Group Dynamics
Various aspects of group process including group decision making and problem solving, group influence processes, communication, power, and leadership. Small group behavior and its application to organizations. Prerequisites: U09 214 or 315 or permission of the instructor.
Credit 3 units.

U09 Psych 488 Addiction and Treatment
This course examines the motivation and behavior patterns of the drug/alcohol user. This examination takes place in the wider context of deviance. A portion of the course is devoted to a survey and evaluation of the services and programs available to the drug/alcohol user from the point of view of the user, the user's family, and society. Topics include: the history of psychotropic substances and their purpose and use in human society to the present; the history and philosophy of counseling interventions for psychotropic substance abuse and dependence; the ethnic, environmental, and socioeconomic factors affecting which substances are used, receptivity to treatment, and attitudes toward intervention; various treatment modalities such as 12-step groups, therapy groups, and in-patient treatment for both self-referred and court ordered clients. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 4891 Study for Honors in Psychology
Part 2 of Honors Thesis work in Psychology for students admitted to the Honors Program. Requires signed proposal and permission from psychology coordinator and dean in University College.
Credit 3 units.

U09 Psych 492 Research in Psychology
The planning, execution, and written reporting of an original empirical research work within the area of psychology. Approval of the project or experiment by a supervising faculty member and the departmental coordinator required prior to registration. Prerequisites: advanced standing, 12 hours of psychology course work including U09-300 and 301, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). Petition must include the formal written research proposal. A student may enroll in this course only once.
Credit 3 units.

U09 Psych 494 Behavioral Psychology Readings Group
This weekly journal-style readings class provides the opportunity to read and discuss seminal as well as current papers on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience, and the natural lines of fracture, will be examined. Prerequisite: permission of instructor.
Same as L33 Psych 494
Credit 1 unit. A&S IQ: SSC EN: S

U09 Psych 495 Directed Readings in Psychology
Prescribed readings in a special area of psychology. Approval of a specific reading list by the supervising faculty member and the departmental coordinator is required prior to registration. Prerequisite: 12 hours of psychology course work, advanced standing, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). A student may enroll in this course only once.
Credit 3 units.

Integrated Studies
The Bachelor of Science in Integrated Studies is designed for adult learners who want to build on their existing education and tailor their degree to match their personal and professional educational goals. Learners discover and engage with subjects across disciplines in a given area concentration, or combine their Arts & Sciences courses with professional studies. Students acquire the foundation for career development and lifelong learning, honing skills in writing, deep reading, communication, and critical thinking. By approaching subjects across disciplines, learners consider and analyze issues using multiple lenses. They deepen their understanding of problems, test new approaches to challenges, and learn to solve issues creatively.
Degree Requirements
Bachelor of Science in Integrated Studies

All University College undergraduate students must satisfy the same general-education requirements (p. 74).

Students in the Bachelor of Science in Integrated Studies program choose from the Area Concentration Track or the Arts & Sciences Professional Track, each of which culminates in a capstone experience.

Area Concentration Track

Required Courses: 36 units

In the Area Concentration Track, students take course work across the humanities, sciences and mathematics, or social sciences, which provides multiple perspectives and approaches to similar subjects. Learning how a variety of disciplines approach questions provides a foundation for appreciating differences across cultures, areas of work and life, and among individuals. Students acquire a range of tools for approaching problems and creating solutions.

Students complete 33 units in one area of concentration, choosing from Humanities, Science & Mathematics, or Social Sciences. At least 18 units must be at the 300-400 level.

Humanities focus, which includes:

- African and African-American Studies
- Art and Archaeology
- Classics
- English Composition
- English Literature
- French*
- History
- Italian*
- Korean*
- Philosophy
- Spanish*
- Women, Gender, and Sexuality Studies

* Foreign languages fulfill the Humanities Concentration of the Integrated Studies degree; foreign languages can also fulfill the Languages and the Arts distribution area for general education requirements.

Sciences & Mathematics focus, which includes:

- Biology
- Chemistry
- Earth & Planetary Sciences
- Mathematics and Statistics
- Physics

Social Science focus, which includes:

- Anthropology
- Economics
- Geographic Information Systems
- History
- International Studies
- Political Science
- Psychology
- Sociology
- Women, Gender, and Sexuality Studies

Capstone (3 units)

Complete a 3-unit capstone essay, reflecting on the integration of a topic across fields within the chosen concentration.

Arts & Sciences Professional Track

Required Courses: 36 units

In the Arts & Sciences Professional Track, students pair the critical thinking, research and writing that are essential across multiple careers with a set of skills that advances their prospects in a particular profession.

Area Concentration (18 units)

Students choose from either Humanities, Social Sciences, or Math & Science. Courses must be at the 300-400 level.

Professional Studies: (15 units)

Students choose individual courses that best advance their goals or that focus on a given area. Professional studies courses are chosen from:

- Business
- Clinical Research Management
- Communications
- Computers and Information Management
- Design Thinking
- Geographic Information Systems
- Human Resources Management**
- Journalism
- Nonprofit Management**
- Sustainability

Capstone (3 units)

Students reflect on, research and develop a set of best practices in a chosen profession.

Optional Certificate
Students in the Arts & Sciences Professional Track may focus on a given area and can earn a certificate (13–21 units) in the following areas:

Business
Clinical Research Management
Geographic Information Systems
Marketing
Strategic Communications
Sustainability

** Undergraduates may take a maximum of 9 units of 500-level (graduate-level) course work.

International Studies

International Studies explores economic, political, social, and cultural issues. If students are interested in achieving a greater understanding of the world and the diversity of its cultures — useful in business, law, teaching, and governmental careers — the international studies major in University College is for them.

Contact: Toni Loomis
Phone: 314-935-5073
Email: aloomis@wustl.edu
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-international-studies

Degree Requirements

All University College undergraduate students must satisfy the same general-education requirements (p. 74).

Bachelor of Science in International Studies

Total number of units required: 42 minimum

Required Introductory Courses: 6 units. May be substituted with a core course when unavailable. Each will be offered every other year.
- U.S. Perspectives on International Studies (IS 200). May be substituted with a Category B course when unavailable.
- World Perspectives in International Studies (IS 205). May be substituted with a Category A course when unavailable.

Required Core Courses: 6 units
- 3 units from Category A, and 3 units from Category B

Category A

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist 101</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Hist 102</td>
<td>Western Civilization II: 1650 to the Present</td>
<td>3</td>
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Category B

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PolSci 103</td>
<td>Introduction to International Politics</td>
<td>3</td>
</tr>
<tr>
<td>Bus 240</td>
<td>Introduction to International Business</td>
<td>3</td>
</tr>
<tr>
<td>Bus 330</td>
<td>International Management: Leadership Across Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Concentration: 30 units, choose one of the concentrations noted below.

Concentration in Comparative Culture and Identity (30 units)

The concentration in comparative culture and identity requires 30 units of authorized course work from at least three different academic departments or programs in the humanities, social sciences, or others with approval. At least 18 units must be in advanced course work at the 300 or 400 level, including, with authorization, a maximum of two graduate courses in the University College master's program in International Affairs. All courses require authorization by the International Studies coordinator in University College.

Concentration in International Political Economy and Business (30 units)

The concentration in international political economy and business requires 30 units of authorized course work from at least three different academic departments or programs in the social sciences, humanities, business, or others with approval. At least 18 units must be in advanced course work at the 300 or 400 level, including, with authorization, a maximum of two graduate courses in the University College master's program in International Affairs. All courses require authorization by the International Studies coordinator in University College.

Foreign Language Requirement

All students who major in international studies must satisfy a foreign language requirement, defined as proficiency through four semesters of study.

The Minor in International Studies

Total number of units required: 18 minimum

Required Courses: 9 units

Three of the following courses:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>IS 205</td>
<td>World Perspectives in International Studies</td>
<td>3</td>
</tr>
<tr>
<td>or IS 200</td>
<td>U.S. Perspectives on International Studies</td>
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</tr>
</tbody>
</table>

One course in Category A (below) | 3
One course in Category B (below) or their authorized substitute

**Elective Courses**: 9 units
These must be advanced-level courses from at least two different academic departments or programs in the humanities, social sciences, or others with approval. At least one course must focus on a country or region of interest.

### Category A

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<td>3</td>
</tr>
<tr>
<td>CompLit 225</td>
<td>World Literature</td>
<td>3</td>
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<tr>
<td>Anthro 160</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
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</table>

### Category B

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<tr>
<td>Bus 330</td>
<td>International Management: Leadership Across Cultures</td>
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### Courses


**U43 IS 101 Western Civilization I**
European institutions and thought from the early Middle Ages to the 17th century. The church, feudalism, cities and commerce, universities and learning; rise of dynastic states; Renaissance and Reformation, capitalism, mercantilism, and early modern politics.
Same as U16 Hist 101
Credit 3 units.

**U43 IS 1020 Beginning Modern Irish II**
In this second course in modern Irish, students will continue to develop reading, writing, and grammar skills and will become more fluent in spoken Irish. Prerequisite: Beginning Modern Irish I with grade of "C" or higher.
Same as U47 IRISH 102
Credit 3 units.

**U43 IS 1021 Western Civilization in the Modern World**
This course examines social, cultural, economic, and political development in European society from the 17th century to the present. Particular attention will be paid to the evolving relationship between the individual and the state during their period.
Same as U16 Hist 102
Credit 3 units.

**U43 IS 126 Beginning Modern Irish II**
Students must have taken Irish I. Second semester of instruction in the Irish language. More emphasis will be placed on reading simple texts in Irish. We will read a short book called Dúnmharú ar an Dart. Much emphasis on grammar.
Same as U47 IRISH 120
Credit 3 units.

**U43 IS 129 Beginning Modern Irish III**
This is a third course in modern Irish (Gaeilge), designed to help students further increase their fluency in the language.
We will continue to work on pronunciation, reading and writing skills. In addition to the textbook, we will read at least one e-book. Students will be given a choice of recent top-sellers and the class will then decide which book(s) to read. We will read newspapers, watch TV in Irish, listen to programs on Irish radio and at the end, students will complete a real Leaving Certificate exam in Irish.
Credit 3 units.

**U43 IS 130 Beginning Modern Irish IV**
Irish IV aims at developing and improving student's oral and written communication through the continued study of the language, literature, and culture of Ireland. It also aims to improve students’ ability to read and appreciate both literary and nonliterary texts in Irish, and to enhance awareness and understanding of the culture of the country.
Close attention will be paid to the Irish media, and we will stay in touch with current affairs via Irish newspapers, TV, and radio.
Credit 3 units.

**U43 IS 131 Beginning Modern Irish V**
This class is suited to students that have already completed four semesters of Irish. We will discuss literary and nonliterary texts, with emphasis on written and spoken communication.
Credit 3 units.

**U43 IS 132 Beginning Modern Irish III**
This is a third course in modern Irish (Gaeilge), designed to help students further increase their fluency in the language.
We will continue to work on pronunciation, reading and writing skills. In addition to the textbook, we will read at least one e-book. Students will be given a choice of recent top-sellers and the class will then decide which book(s) to read. We will read newspapers, watch TV in Irish, listen to programs on Irish radio and at the end, students will complete a real Leaving Certificate exam in Irish.
Credit 3 units.

**U43 IS 132 Beginning Modern Irish II**
This course examines social, cultural, economic, and political development in European society from the 17th century to the present. Particular attention will be paid to the evolving relationship between the individual and the state during their period.
Same as U16 Hist 102
Credit 3 units.

**U43 IS 133 Beginning Modern Irish IV**
Irish IV aims at developing and improving student's oral and written communication through the continued study of the language, literature, and culture of Ireland. It also aims to improve students’ ability to read and appreciate both literary and nonliterary texts in Irish, and to enhance awareness and understanding of the culture of the country.
Close attention will be paid to the Irish media, and we will stay in touch with current affairs via Irish newspapers, TV, and radio.
Credit 3 units.

**U43 IS 134 Beginning Modern Irish V**
This class is suited to students that have already completed four semesters of Irish. We will discuss literary and nonliterary texts, with emphasis on written and spoken communication.
Credit 3 units.

**U43 IS 135 Introduction to Human Evolution**
The fossil evidence for human evolution, the genetics of human variation and evolution, the study of living nonhuman primates, and the fossil record and its interpretation.
Same as U69 Anthro 150
Credit 3 units.

**U43 IS 136 Introduction to Cultural Anthropology**
Equality, hierarchy, and stratification in tribal, peasant, and industrializing societies from past and present cultures.
Comparison of the ways in which different cultures legitimize social difference; myth and ritual in relation to the social order and social process; patterns of authority and protest; theories of sociocultural change and evolution.
Same as U69 Anthro 160
Credit 3 units.

**U43 IS 137 Introduction to Cultural Anthropology**
Equality, hierarchy, and stratification in tribal, peasant, and industrializing societies from past and present cultures.
Comparison of the ways in which different cultures legitimize social difference; myth and ritual in relation to the social order and social process; patterns of authority and protest; theories of sociocultural change and evolution.
Same as U69 Anthro 160
Credit 3 units.

**U43 IS 138 Introduction to Cultural Anthropology**
Equality, hierarchy, and stratification in tribal, peasant, and industrializing societies from past and present cultures.
Comparison of the ways in which different cultures legitimize social difference; myth and ritual in relation to the social order and social process; patterns of authority and protest; theories of sociocultural change and evolution.
Same as U69 Anthro 160
Credit 3 units.
U43 IS 164 Introduction to World History
As an introduction to the theories and methods of world history, this course is a tour of the world of the mid-19th century. This was a time of expanding and multiplying contacts between diverse human societies from the far reaches of the globe. After a short theoretical introduction to the field, we will tour and survey a representative sample of the peoples and cultures of the period. We will compare and contrast how societies in Europe, the Americas, Africa, the Middle East, and Asia coped with similar problems and innovations, and will explore the processes of cultural interaction and globalization as they encountered one another with ever increasing frequency.
Same as U16 Hist 164
Credit 3 units.

U43 IS 201 World Literature
This course is designed to be an introduction to or survey of world literature from roughly the eighth century BCE to the European Renaissance. Because in America we follow a Western trajectory of thought, many of the courses herein are Western. However, the goal of our work together is to compare and contrast how different cultures have theorized and created works with/about/concerning: birth, death, religion, self-image, the cosmos, ethics, love, etc., in various forms including but not limited to: drama, poetry, epics, folklore, and various mythoi, in such a way that we must consider printing, translation, court behavior, local (and aesthetic) boundaries, visual documents, etc.; in short, we will frame our look at various cultures’ oral and written works so as to form an idea of how and why literature has worked and is capable of working. Our work together will result in all of us becoming better readers, more alert to variations on themes, vital differences, intuitive comparisons, the limits of logic (and of poorly deployed rhetoric), and the vitally important specifics of works that make them all but impenetrable.
Credit 3 units.

U43 IS 2040 Intermediate Modern Irish IV
Irish IV aims at developing and improving student’s oral and written communication in Irish through the study of the language, literature and culture of Ireland. Close attention will be paid to the Irish media, and we will stay in touch with current affairs via Irish newspapers, TV and radio.
Same as U47 IRISH 204
Credit 3 units.

U43 IS 205 World Perspectives in International Studies
This course is an introduction to current views on international studies produced outside the U.S. The course provides an interdisciplinary and transnational perspective of how the world and relations between nations are perceived in other regions. Students will be exposed to theory, academic work and media figures from around the world, and the course will represent knowledge produced in regions such as Latin America, Europe, Africa, the Middle East, and South Asia. Authors discussed include Raewyn Connell, Benedict Anderson, Arundhati Roy, and Emir Sader, among others.
Credit 3 units. UColl: NW

U43 IS 210 Bugs, Drugs and Global Society: Topics in Global Health
Humans and microbes have coexisted for thousands of years. While some microorganisms are innocent bystanders in the body, others have the potential to become a dangerous pathogen. Some microbes are highly infectious and have been responsible for major global health epidemics and millions of deaths. This course will take a historical perspective to investigate major global health issues and discuss how bacteria, protists, fungi, prions, and viruses have contributed to major epidemics or pandemics. We will discuss the classic biology of these organisms, and address the ecological, social, and political implications of these diseases. Material from this course will provide useful background for someone considering further study in medicine, social work, or health policy, as well those interested in better understanding the health issues specific to each geographical region. This course may be of particular interest to students with background in political science, sociology, and epidemiology. Discussion of current events/outbreaks, readings from mainstream and scientific literature, and group projects will be integral parts of this course. There are no prerequisites for this course and no prior knowledge of biology or chemistry is required.
Credit 3 units.

U43 IS 240 Introduction to Modern East Asian Literature
This course will introduce modern East Asian literature through a selection of works from China, Japan, and Korea. Following an overview of East Asian cultural history, we will explore the manner in which these works reflect upon the modern circumstance of the Chinese, Japanese, and Korean people. Topics will include cultural conflict, the status of women and minoritilies, social and political contexts, nationalism, war, and the fate of colonialism. Our readings will include works by Natsume Soschi, Mishima Yukio, Lu Xun, Xinran, Kim Hyejin, and Shin Kyung-sook. We will also read a variety of modern poetry in both traditional and contemporary styles, and a selection of literary essays.
Same as U78 EAsia 240
Credit 3 units.

U43 IS 245 Doing Business in Contemporary China: Culture, Politics, and the CCP
This course will examine the intersection of the Chinese Communist Party, business, culture, and politics. Drawing from the interdisciplinary scholarship of political scientists, economists, historians, and anthropologists, as well as the views of business leaders and journalists, we will investigate the integral role the Chinese Communist Party plays in everyday business interactions in contemporary China.
Same as U78 EAsia 245
Credit 3 units. UColl: NW

U43 IS 2845 Globalization, Liberalism, and Reform in the Modern World
This course examines the mid-19th century, a time of expanding and multiplying contacts between diverse human societies from all reaches of the globe. After a short introduction to the fields of world and comparative history, students will tour and survey a representative sample of the peoples and cultures of the period. The course will compare and contrast how societies in Europe, the Americas, Africa, the Middle East, and Asia coped with similar problems and innovations, and will explore the processes of cultural interaction and globalization as they encountered one another with ever increasing frequency. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
U43 IS 3020 Modern British History 1688-2000
This course is concerned with the transformation of Britain from a thinly settled, mainly rural, economically underdeveloped, and politically unstable island in the late 17th century into a thickly peopled and heavily urbanized nation renowned for political stability in the 19th and 20th centuries.
Same as U16 Hist 302
Credit 3 units. UColl: HSM, HTR

U43 IS 303 Topics in Literature and Culture: Literary & National Identities in Contemporary Literature
Topics vary by semester.
Same as U65 ELit 305
Credit 3 units. UColl: ENL

U43 IS 305 Politics of International Law
In this course, we will focus on key issues of international law and international politics, and how issues of law and politics intersect at the international level. This will include a focus on theories of international relations, theories of international law; conflicts regarding resources, territory and ideology; the military-industrial complex; globalization, privatization and commercialization; international trade; international treaties; international institutions; the limits of international law; customary international law; the law of the sea; space law; the concept of empire; unilateralism; human rights; and war law.
Same as U25 PolSci 3050
Credit 3 units. UColl: PSI

U43 IS 306 The Modern Mediterranean: Facts and Fictions
The countries and cultures around the entire Mediterranean basin have provided, and have been the scene of, much of the world's recorded history. In the 20th century, however, writers set out to explore, either by actual travel or else in their imagination alone, many of its lesser known corners: forgotten imperial ruins in Tunisia; remote and semi-primitive mountain villages of Crete; dusty and disease ridden towns in the Sahara; the secretive souks of Alexandria. In doing so, they often found many fascinating, if previously hidden places, peoples, behaviors and customs, or sometimes instead, simple symbolic fodder for an oftentimes implied critique of their own native lands and social mores. In this course, we shall consider examples of the former in works like Andre Gide's Immoralist, Nikos Kazantzakis' Zorba the Greek, Paul Bowles' The Sheltering Sky and Lawrence Durrell's Justine. As for the latter, our attention will turn to even more contemporary works, such as Derek Walcott's Omeros, which is partially based on the Homeric tale of Ulysses' wanderings around the Mediterranean, but which aims primarily at questioning the history of colonialism and cultural memory of his own Caribbean island of Saint Lucia. While students will pay attention to the stylistic features of these works, to understand better the role rhetoric plays in such fiction, they will also study closely the various important sociopolitical, economic, religious and philosophical concerns raised by their authors. Some excerpts of film adaptations will also be used.
Credit 3 units.

U43 IS 3061 Advanced Modern Irish VI
Same as U47 IRISH 306
Credit 3 units.

U43 IS 307 Latin American Migrations
Latin America has been, historically, a region defined by its migrations. Throughout its history, Latin America has received waves of immigrants from around the world and has been the site both of internal migrations (country to city and country to country) and a considerable diaspora that has created new communities in the United States and Europe. Through the reading of scholarship, fiction, film, art, and memoirs, this class seeks to study the cultural impact that different waves of migration have had both on the establishment of political and imaginary borders and in the constitution of new national, regional and transnational identities. The class will approach case studies that encompass the effect of internal migrations in the region (such as the racial politics of Andean immigration to Argentina), the social redefinitions of Latin American countries due to new waves of immigrants (such as the increasing Asian immigration to Panama), the articulation of a Latin America in exile and the construction of new "Latino" identities in the United States and Europe. Through these case studies, students will not only get snapshots of different "Latin American Crossings." The class will also tackle the question of new, fluid notions of Latin American culture and identity, as well as changing notions of race, ethnicity, class and gender, as they are being redefined in the contemporary world.
Credit 3 units.

U43 IS 309 U.S.-Latin American Relations: Culture and Politics
This class is an exploration of the relations between the United States and Latin America in the contemporary world. The class will begin with a brief discussion of the history of relations between North and South America. Secondly, we will discuss some central issues of current multilateral continental relations: immigration, the drug trade, economic development, the "new left", etc. Finally, the last part of the semester will be dedicated to the cultural exchanges between both regions.
Credit 3 units.

U43 IS 3100 Food and Culture in Latin America: Colonialism, Transculturation, Nationalism, Globalization
The rising field of Food Cultural Studies provides new insights on a diversity of topics regarding culture, race, colonialism and everyday life across the world. This course proposes a reading of the main topics of Latin American culture (colonialism, nationalism, race, cultural mixture, globalization, migration and others) through the lens of food history and social practices. With a particular focus on Mexico, and additional case studies from Peru, Brazil and other countries, students will explore topics such as the idea of intangible patrimonies, cultural heritage, the rise of the celebrity chef and the conflict between tradition and innovation. Students will engage with the subject through the reading of food history, recipe books, historical documents and academic scholarship, along with documentaries, fiction films and television shows capturing culinary culture, as well as discussions on the presence of Latin American food in St. Louis.
Same as U67 LAS 310
Credit 3 units.

U43 IS 3120 Constructing French Identity: Topics in French Culture and Society
This course examines various aspects of modern France ranging from literature, art, performance, and cuisine to contemporary popular culture (songs, cinema, fashion, etc.). Through an
analysis of primary materials such as novels (in translation),
cook books, songs, films, art objects and material artifacts from
France, this class explores the meaning and preservation of
French culture and identity. We also study areas of social debate
from a French perspective, including the identity crisis generated
by globalization. Each week we will analyze a specific cultural
phenomenon or aspect of French material culture, using the
methodology of literary and cultural studies. This course may not
count toward the major or minor in French.
Same as U12 Fr 312
Credit 3 units.

U43 IS 313 Korean Literature and Film
Same as U78 EAsia 312
Credit 3 units. UColl: NW

U43 IS 314 Reading Culture: Exploring Dystopias
In this course we will explore why the conditions in Russia during
the 19th and 20th centuries paved the way for the first dystopian
novel and why, perhaps, the U.S. was only a close second in
this regard. We begin with such authors as Fyodor Dostoevsky
and Yevgeny Zamyatin, and then move on to examine the
ways in which later authors, such as Ray Bradbury and George
Orwell, interpreted the pressing current events of their times
— the Cold War, the rise of technology and bio-technology,
and the ecological crisis — through the dystopian lens, with an
emphasis on the role that Russia and Russian literature played
in the development of this particular mindset. We will extend our
exploration to include recent dystopian ideas prevalent in China
and Latin America, as well as to address the popularity of such
multimillion dollar media franchises as The Hunger Games and
The Maze Runner. We conclude with a discussion of current
dystopian discourse in such areas as politics, technology, and
trauma narratives. The course is discussion based. All readings
are in English.
Credit 3 units.

U43 IS 315 Latin American Pop and Media Culture:
Languages of Modernity
Studying Latin America's pop and media culture from the
1950s onward, this course will focus on the way in which
cultural texts assist Latin Americans in engaging with the social
transformations created by processes of capitalist modernization,
such as urbanization and globalization. We will study cultural
genres such as popular and pop music (including bolero and
reggaeton), commercial cinema, television, and comic books,
learning to read these productions critically and historically. We
also examine methods for reading and interpreting these works.
Same as U67 LAS 315
Credit 3 units. UColl: NW

U43 IS 316 The Creation of Modern Japan
This course will explore the development of modern Japan from
the Tokugawa Shogunate through the Meiji Restoration and
culminates in Japan's role in World War II. Besides the history of
this period, there will be an extensive exploration of the cultural
expression which took place in Japan during this time period.
A core text will be used, but there will be significant reading in
Japanese fiction, drama, and poetry.
Same as U16 Hist 3168
Credit 3 units. UColl: HEA, HSP, NW

U43 IS 315 The Classic Dynasties of China
This course focuses on the Tang, Song, Ming, and Qing
Dynasties of China — the period roughly from the eighth century
through the 19th century. This is an incredibly rich period
in Chinese history in terms of cultural and historical pattern
setting. The class is historically based but will include an array
of readings in poetry and philosophy. Students are expected to
analyze primary sources from the period under study, complete a
research paper, and read between 5-7 books.
Same as U16 Hist 3165
Credit 3 units. UColl: HEA, HSP, NW

U43 IS 3168 The Creation of Modern Japan, 1568-1945
This course will explore the development of modern Japan from
the Tokugawa Shogunate through the Meji Restoration and
culminates in Japan's role in World War II. Besides the history of
this period, there will be an extensive exploration of the cultural
expression which took place in Japan during this time period.
A core text will be used, but there will be significant reading in
Japanese fiction, drama, and poetry.
Same as U16 Hist 3168
Credit 3 units. UColl: HEA, HSM, HSP, NW

U43 IS 317 Transnational Chinese: Migration, Ethnicity and
Identity
This course is an introduction to overseas Chinese studies.
We will begin with an overview of Chinese migration, exploring
historical patterns of Chinese migration, the latest waves
of Chinese immigrants, and their migration, settlement and
integration among various others in worldwide communities over
different historical periods. The readings and discussions in this
course will cover a range of topics and issues in diaspora and
ethnic studies, particularly in overseas Chinese studies, from
cultural assimilation and integration, identity and ethnicity, to
gender, intergenerational relationships of immigrant families,
ethnic enclaves, citizenship, transnationalism, Chinatown,
and China and the overseas Chinese. The major goals in our
survey of overseas Chinese are (1) to question and reconsider
the concept of “Chineseness” and Chinese identity, paying
special attention to how personal and community identity
is constructed and reconstructed by negotiations, conflicts
and transformations among diasporic Chinese, and (2) to
comprehend the dynamics, diversity and heterogeneity
among various Chinese communities in a transregional and
transnational perspective, while deconstructing the category
of “Chinese” as one complete cultural unity. The course is designed
to help the students develop a theoretical basis in migration/
diaspora and ethnic studies based on the studies of overseas
Chinese. Basic vocabulary terms and concepts in this field will
be explained and discussed in class.
Credit 3 units.

U43 IS 3170 Seamus Heaney
By the time Seamus Heaney was awarded the Nobel Prize for
Literature in 1995, he had already built a reputation as one of the
foremost poets of his generation, a leading figure in 20th- and
evry 21st-century verse, widely seen as the true successor to
W.B. Yeats as the national bard of Ireland. This course examines
the arc of his literary career, working our way chronologically
through the poetry, exploring texts in conjunction with their
contexts, seeking a deeper understanding of form and meaning
through close reading and scholarly engagement with a full
range of his writing. Readings include poems from the volumes
Death of a Naturalist, Wintering Out, Door Into the Dark, North,
U43 IS 318 19th Century Russian Literature in Context
How are we to understand Russian culture, Vladimir Putin, and the relationship between Russia and the rest of the world today? In this course we will approach 19th-century Russian literature as a lens through which we can explore current events and cultural trends both in Russia and in our own lives, here in the U.S. We will read short stories and novellas by all the major 19th-century Russian authors — Pushkin, Gogol, Dostoevsky, Tolstoy, and more — and will study the issues that concerned them most. Topics will include: gender and identity, social inequality, and the meaning of life and death. We will consider the writers and their works within the context of their times, while simultaneously exploring the most pressing issues that face us today. All readings will be in English. Credit 3 units.

U43 IS 320 Islam and the West
This course will study the historical and contemporary international interactions between Islam and the West from medieval times to the modern world. The course will shed a light on the birth, rise and the decline of Islam, and its impact on foreign relations with the West. The main focus of the course, however, will be Islam and the West interactions in the Modern era. For centuries, Islam and the West have been neighbors and cultural contestants with a history of conflict and coexistence, but terrorist attacks on September 11, 2001, have aggravated discussions regarding the “clash of civilizations.” Globalization, on the other hand, has created an interdependency that requires greater cooperation, understanding, and dialogue. Credit 3 units.

U43 IS 324 Intercultural Communication
This course is designed to further students’ sensibility toward cultural variables and to cultivate their practical skills in managing cultural diversity in everyday life and business. Our interrogation focuses on how cultural variables affect the thought, behavior, value systems, the transmission and interpretation of messages, and characteristics of interpersonal and cross-cultural communication. We learn key concepts in this field (verbal and nonverbal communication, individualism and collectivism, stereotypes and ethnocentrism, etc.) and issues of particular concern in the current world (inter-ethnic/racial relations, and intercultural communication in classrooms, medical care, and international business, etc.). Credit 3 units. UColl: NW

U43 IS 3252 Benefits and Challenges of Globalization
This class focuses on the benefits and challenges of globalization to the most influential issues of world politics such as human rights, terrorism and weapons proliferation, climate change, global trade, migration, global crime, and pandemics. Some view globalization as a means for promoting democracy, improving social conditions, and protecting the environment. In contrast, its critics focus on how cultural globalization imposes Western values on others and destroys their traditions, religious beliefs, and identities, and how it enables terrorists to move easily from one country to another. The class will explore these issues and evaluate their weight and validity. Credit 3 units.

U43 IS 330 International Management: Leadership Across Cultures
This course examines international business organizations and their managerial practices, with attention given to cultural differences, including leadership style, decision-making, negotiating, risk-taking, and training. Students also explore how cultural differences influence perceptions of corporate social responsibility, and the difference between ethical and corrupt managerial practices. Required for the Business Certificate and recommended for the Liberal Arts and Business (LAB) Certificate. Same as U44 Bus 330 Credit 3 units.

U43 IS 3310 Society and Culture in Renaissance Italy
The intention of the course is to gain a solid knowledge of and appreciation for early modern or "Renaissance" Italy. The course will provide historical background for the understanding of the early modern Italian world. Not only will interesting details
about individual people, places and things will be explored, but also, and more importantly, their function and meaning in early modern Italian society will be set into context and examined. Lectures will begin by broadly introducing selected early modern Italian topics including: marriage and the family; children and teenage culture; religious life; architecture and civic space; artists and artisans; pre-university education; humanism; the universities; popular culture; festivals; dance; and elements of early modern daily life including the use of domestic space, clothing and food.

Same as U16 Hist 3310
Credit 3 units.

U43 IS 3323 Jews and Christians in Nazi Germany
This course examines how religion, culture, and ideology shaped the lives of Jews and Christians living in Germany during the Third Reich. We will examine the reactions of German Protestants and Catholics to the Nazi regime's oppression of Germany's Jewish population and attempt to annihilate European Jewry. We also focus on the experiences and reflections of German Jews living in these desperate times. Questions addressed include: To what degree did German Protestants and Catholics, who represented nearly 95 percent of the German populace, support Nazi policies? How did their identity as Germans inform their views of Jews? How did German Jews view their Christian neighbors and Christianity during this time?
Same as U16 Hist 3323
Credit 3 units. UColl: HEU, HSM

U43 IS 333 Migration, Networks and Transnationalism: The Chinese Case
This course explores Chinese migration and transnationalism both historically and ethnographically. We will examine the flows and actions of the Chinese diaspora from the mid-19th century to the contemporary era. The topics of our readings and discussions will range from Chinatowns and surname/native place associations to citizenship, ethnicity and the concept of "Chinese-ness"; and how those movements affect the development and transformation of the communities they left and those to which they moved. This course aims to provide the students who are interested in international and global studies of migration and ethnic studies with a theoretical foundation in these areas, as well as practical training in applying a dynamic, comprehensive and global perspective.
Credit 3 units.

U43 IS 336 Cultures of Contemporary East Asia
This course aims to help students to obtain competent knowledge about contemporary East Asian cultures and societies. We will explore a wide range of topics in a transregional setting, from consumer and popular culture to gender, kinship, and filial piety. Our interrogation examines cultural variables, transregional dynamism, local receptions of "Western" influences, and the global impact of cultural movements in East Asia.
Credit 3 units. UColl: NW

U43 IS 338 The Internet, Politics and Society
This course examines how the internet is transforming the way people around the world participate in politics. We will look at specific controversies in online politics such as the WikiLeaks scandal, Iran's "Twitter revolution," social media in the Arab uprisings, and the "Great Firewall of China," as well as investigate broader questions of how people obtain knowledge, communicate, and mobilize in the digital age. Students will think critically about the internet as a communicative medium and analyze how it is employed in different cultural contexts. Topics to be covered include: national and transnational political movements; state secrets and political transparency; dictatorship and revolution; media and censorship; activism and mobilization; memory and knowledge; and digital personhood. Students will write brief responses to the readings and complete an original research project on digital politics.
Credit 3 units.

U43 IS 347 International Marketing
This course will provide information and skills that extend basic marketing principles to a global business environment. We will examine the international marketing mix of product/service, pricing, distribution, and promotion. Additionally, we will cover a range of key topics in the field of international marketing, including emerging issues in international trade, major trading blocks such as the European Union and NAFTA, global trade agreements, the emerging China market, and the issue of standardization versus adaptation.
Same as U44 Bus 347
Credit 3 units.

U43 IS 3490 The Age of Extremes: A Global History of the 20th Century
The 20th century, declared historian Eric Hobsbawn, was an "age of extremes" — of great idealism, along with brutal militarism; of humanitarian crusades, along with calculated genocide; of unprecedented prosperity, along with crushing poverty. No part of the world escaped the extremes of the century. This course will look at the big picture of social, political, cultural, and economic changes, while also considering how those changes affected individual lives. The course begins with the high point of European imperialism on the cusp of World War I and closes with our current era of economic globalization alongside religious fundamentalism. Particularly important to this course will be the ideas that shaped history and the history of the 20th century from a global perspective.
Same as U16 Hist 3490
Credit 3 units. UColl: HSM, HTR

U43 IS 3520 Happy Wars and Sad Love Songs: The History of Ireland
Through a broad range of primary sources — including imaginative literature and music — this course examines Ireland's relations with, and contributions to, the wider history of the British Isles and Europe, as well as the consequences of the Irish diaspora in the modern era. The course is arranged thematically and chronologically, and lessons address the major trends in the history of Ireland from earliest times to the present day, with roughly two-thirds of the semester focusing on the last two and a half centuries. This is a fully online course. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Same as U16 Hist 3520
Credit 3 units. UColl: HEU, HSM

U43 IS 355 20th-Century Britain
Same as U16 Hist 355
Credit 3 units. UColl: HEU, HSM
U43 IS 3575 US Foreign Policy: Theory and Practice
In this class we will focus on the procedures and institutions that shape U.S. foreign policy decisions. This course examines major aspects of domestic politics that influence U.S. foreign policy decisions: public opinion, electoral politics, and interest groups. This course is fully online. Only University College students can receive credit for fully online courses.
Credit 3 units.

U43 IS 358 Gender and Globalization
This course examines how gender is integral to contemporary political economies. We will look at how the meaning of family is changing, with a retreat from marriage in some places and an expansion in others. We also examine gender in the areas of public health and the economy, and political leadership and social change across the globe.
Credit 3 units.

U43 IS 3610 The Shape of Women and Gender in Renaissance Italy
The intention of the course is to gain a solid knowledge of and appreciation for the experience of women who lived in early modern or "Renaissance" Italy. We will explore what is distinctive about the Renaissance era for women and underline the unique contributions that women have made to early modern Italian society and culture and how their roles and participation in their world differed from those of the men with whom they interacted. Specifically we will examine: theories, ideas, and laws about women; women and the creation of high culture; women and religion; homemakers, working women and women's economic roles; and women, their bodies, and the longue durée of women's history. This is a fully online course. Only University College students can receive credit for fully online courses.
Instructor will email registered students with instructions.
Same as U16 Hist 3610
Credit 3 units. UColl: HEU, HSM, OLI

U43 IS 364 Global Sustainability
Global Sustainability explores our relationship with planet earth. Taking an ecological systems perspective, this course provides students with the knowledge and understanding of the scientific, cultural, social, political, economic, and technological conditions that affect the quality of life on our planet. Due to the cross-disciplinary nature of these conditions and issues, the course will touch on many different subject areas, including ecology, conservation biology, economics, and political science. The overarching theme of environmental sustainability will be interwoven throughout the course. Topics covered include an overview of the global commons, ecosystem integrity and health, the human footprint, biodiversity and human health, the pollution and degradation of the global commons, ecological economics, the international system and environmental politics, resource management, and sustainable development.
Same as U29 Bio 364
Credit 3 units.

U43 IS 365 Global Human Rights
The past century has shown some of the worst atrocities against humanity on an international scale, as well as some of the strongest mobilizations to protect and champion the rights of everyday people. This course offers a critical look at the trends and debates concerning global human rights. We will focus on:

1) the lived experience of human rights, especially for groups that are marginalized according to gender, race, class, sexuality, and nation;
2) the social conditions under which human rights violations are committed and human rights policies are drafted;
3) counter-movements to protect human rights, by official actors from above and grassroots activists from below. Our topics will range from food and starvation; genetic testing and access to drugs; sweatshops and corporate responsibility; sex trafficking and the 100 million "missing women"; homophobic violence and hate crimes; racial apartheid and ethnic genocide; Occupy movements, the Arab Spring, and the World Social Forum. Course materials will reflect a wide range of sources, from theoretical essays, to state declarations, to academic research, to onsite reports from nonprofit organizations. Assignments include weekly written critiques of the readings, leading discussions, and a research paper. CET (https://gephardtinstitute.wustl.edu/cec) course.
Credit 3 units. UColl: NW

U43 IS 368 Confronting Weapons of Mass Destruction: New Developments and Challenges
International Studies students come to grips with the global Weapons of Mass Destruction (WMD) problem. They encounter the specter of acquisition and use of nuclear, chemical, and biological weapons and their respective means of delivery not only by sovereign states but also by terrorists and other non-state actors. They examine and assess the viability of states' current individual and collective anti-WMD policies and strategies. In that light they seek comprehensive answers to the following questions: Is nuclear deterrence obsolete? How much nuclear-weapons modernization is enough? Will the nuclear nonproliferation regime survive? If so, under what conditions? Is the Iran Nuclear Deal viable? How can North Korea's WMD threat be diminished? Is nuclear security attainable? How can chemical and biological weapons threats be successfully addressed? Why are counterproliferation strategies necessary complements to nonproliferation strategies? Why is ballistic-missile defense a prime counterproliferation strategy? What cyberchallenges must be addressed in the anti-WMD/WMD nonproliferation realm? In light of the responses to the foregoing questions, what is the future for global WMD control/elimination?
Credit 3 units. UColl: OLH, OLI

U43 IS 3701 Topics in Politics: The United States of Europe?
Same as U25 PolSci 370
Credit 3 units. UColl: PSC
U43 IS 372 Women’s Literature and Global Feminism: 1975-Present
In this course we will examine, through the lens of global feminism, women’s literature in translation, as well as women’s works written in English in postcolonial societies. Literary readings will be supplemented by viewings of related films that explore the intersections of gender with race, class, and ethnicity. Discussions of these works of literature and film will center on such issues as poverty, human rights, domestic and political violence, sex trafficking, and immigration, in relation to women’s social place and identity, in a diversity of historical, social and cultural contexts. We will also analyze the literary forms (epistolary, autobiography, testimonial, etc.) and strategies through which women writers give voice and expression to their vision of reality, often to articulate a “feminist” consciousness or politics. Writers to be discussed include Marguerite Duras (France), Luisa Valenzuela (Argentina), Rigoberta Menchú (Guatemala), Clarice Lispector (Brazil), Mariama Bâ (Senegal), Nawal El Sadawi (Egypt), Ismat Chughtai (India), among others. Class assignments will include a book/film review, an oral presentation, and a portfolio project.
Same as U92 WGSS 372
Credit 3 units.

U43 IS 3742 U.S. Foreign Relations, 1914-1989
This course will explore the goals, content, and conduct of U.S. Foreign Policy from 1914 to 1989, a span of 75 years that not only witnessed two world wars and the “Cold War,” but also actions by U.S. policy makers and others that set the stage for national security crises of the early 21st century. We will examine the international presence of the United States as it took shape in every region of the world, from Latin America and Asia to the Middle East and Europe.
Same as U16 Hist 3742
Credit 3 units. UColl: HSM, HUS

U43 IS 375 Seminar in Comparative Literature I
Same as U32 CompLit 375
Credit 3 units.

U43 IS 3761 Warriors, Merchants, Monks, and Courtesans: Ancient Narratives of Globalization in Google Earth
This course examines the history of globalization through the texts and narrative accounts of those who lived and traveled along the trade routes of the Old World. Using hands-on tutorials and projects in Google Earth, we will examine how day-to-day local interactions and the experiences of individuals contributed to broader cultural exchanges and the shaping of ancient cosmopolitan centers. The course will cover four broad anthropological themes related to Old World history and globalization in conjunction with weekly lessons in Google Earth: globalization; culture and power; the intersection of commerce, politics, and religion; and the impact of climate and geography on history.
Same as U69 Anthro 376
Credit 3 units.

U43 IS 3772 Islamic Spain (Al-Andalus): Three Faiths, One Land
From the VIII to the XV century, while northern Europe floundered in the Dark Ages, the Iberian Peninsula flourished under Islamic control. “Al-Andalus” became a place in which three different cultures and religious faiths — Muslims, Jews and Christians — coexisted and interacted in productive eras of peaceful coexistence enlaced with periods of violent confrontation. This complex and important period in Spain’s history is the focus of this course. We will study historical events that shaped the period, along with social, cultural, intellectual, and linguistic dimensions of al-Andalus. We also will use this historical backdrop to address issues and questions associated with the social and political relationship between Spain and Arabic/Muslim countries today.
Same as U94 JINE 377
Credit 3 units.

U43 IS 381 Cross-Cultural Psychology
An overview of social, developmental, and organizational forces from a cross-cultural perspective with a focus on culture as a variable, and its relationship to attitudes and behavior. A review of historical biases in the discipline of psychology will precede the study of research methodologies best suited to cross-cultural work. Also emphasized is the manner in which social and cultural forces shape the human experience. Prerequisite: Psych 100. Same as U09 Psych 381
Credit 3 units. UColl: NW

U43 IS 383 International Trade and Globalization
This course will explore globalization in the context of international trade and cross-border investments. Course topics include: forces driving globalization; economic consequences; trends in international trade and investment; effects of protectionism; government’s role in world trade; international institutions such as World Trade Organization, European Union, and International Monetary Fund. In each of these areas we will consider how current global events and questions impact the international business environment.
Same as U44 Bus 380
Credit 3 units.

U43 IS 3840 Modern European Art in Context, c. 1850-1950
When displayed against pristine white gallery walls, modern art may seem detached from everyday reality. However, modern artists responded strongly to the drastic technological, social, economic, political and cultural changes that transformed Europe from 1850-1950. The period between the revolutions of c. 1848 and the end of World War II, therefore, witnessed the rapid development of new artistic styles and movements. This course considers movements ranging from Realism, Impressionism, Post-Impressionism, Fauvism, Expressionism, Cubism, Dada, Surrealism to the Bauhaus. By practicing careful visual analysis of artworks — including painting, printmaking, photography, sculpture and architecture — and weighing the historical contexts in which they were created, it aims to clarify the relationship between modernist aesthetics and modern life. No prerequisites. Does not count toward the art history major.
Same as U10 ArtArch 3840
Credit 3 units.

U43 IS 3842 Latin American Art & Architecture, 1910-2010
This course surveys major movements in art and architecture in Latin America, from the early 20th-century avant-garde to the most recent developments in contemporary art. With the understanding that the term “Latin America” is a geopolitical construct that has been applied to a region of tremendous ethnic, historical, economic, and linguistic diversity, this class will focus on a selection of significant artistic movements and historical figures in and of Argentina, Brazil, Chile, Colombia,
Cuba, Ecuador, Mexico, Peru, Uruguay, and Venezuela, as well as major architectural projects in Brazil, Mexico, and Venezuela. Artistic and architectural discourses have often played an important role in processes of modern state formation in the region, and we will be especially attentive to cases in which artists and architects worked (at least initially) in the service of governmental regimes — as in Mexican muralism in the 1920s and the construction of Brasilia, a new national capital for Brazil, in the 1950s — as well as those cases in which artworks and artistic networks offered a means of challenging or subverting official repression in Argentina, Brazil, Chile, Cuba, and Mexico. Beyond politics, we will focus on the tensions — indigenous vs. cosmopolitan, urban vs. rural, rich vs. poor — and transnational dialogues that have informed the production and reception of art and architecture in Latin America. No prerequisites. Intro to Western Art (L01 112/113), Intro to Modern Art (L01 211/211E/215), or Survey of Latin American Culture (L45 165C) suggested. Does not count toward the major in art history and archaeology. Same as U01 ArtArch 3842
Credit 3 units.

U43 IS 395 Shakespeare
Detailed discussion of a number of plays representative of different types: comedy, tragedy, history, romance. Shakespeare as a poetical dramatist and the plays as functioning stage pieces. Same as U65 ELit 395
Credit 3 units. BU: HUM UColl: ENE

U43 IS 400 Independent Study in International Studies - Honors Thesis
Part II of the 6-unit Honors Thesis. Credit variable, maximum 3 units.

U43 IS 4140 Sustainable Development and Conservation: Madagascar
This course focuses on sustainable development in rural subsistence economies, using Madagascar as case study. Students from diverse disciplines are challenged to develop and assess the feasibility of projects that can have positive impact on communities constrained by poverty traps. The span of projects includes topics such as forest conservation and use, nutrition, health, food security, clean water, education, and bottom up economic growth. Students in Humanities, Social Sciences, Business, Design, Engineering, Physical Sciences, Law, Social Work, Economics, Political Science, Public Health and others use their different perspectives to search for answers. Teamwork and peer teaching are central to the course. Competitively evaluated projects will be field-tested in Madagascar. Selected teams will travel to Madagascar in May and work with the Missouri Botanical Garden Community Conservation Program to adapt projects to conflicting environmental, cultural, economic, and political factors. Poster board sessions for students taking the trip occur in the fall term. Project teams selected to go to Madagascar will be assessed a lab fee at the time their participation in the trip is confirmed. The lab fee covers the cost of airfare, in-country transportation, and approximately three weeks of in-country lodging and food. Undergraduate students should register for the course using one of the undergraduate cross-listed course numbers.
Same as U85 IA 5142
Credit 3 units.

U43 IS 427 Economic Systems in Theory and Practice
Theory and practice of mercantilism, capitalism, and socialism. Historical and contemporary examples considered, with contemporary focus on Latin America, Eastern Europe, and Hong Kong. Primary emphasis on choices open to individuals; pecuniary and non-pecuniary prices paid to exercise those choices. Statistical evidence and case studies will be used. Course requirements include weekly written critique. Prerequisite: U07 Econ 1011 or 1021.
Same as U07 Econ 427
Credit 3 units.

U43 IS 440 Soldiers of God: Religion, Fundamentalism, and the Modern World
This course examines the relationship between religion and politics in an era of globalization. We also will consider whether a "clash of civilizations" exists between Islam and the West. Texts include The Clash of Civilizations, Religion and Foreign Affairs, The Battle for God, Taliban, and others.
Credit 3 units.

U43 IS 450 From Sweatshops to Sex Trafficking: Labor in Global Perspective
This course examines contemporary employment practices and how they extend across national borders. We will study multinational firms, global assembly lines, migration, and outsourcing. Topics include sweatshops, sex trafficking, low wages, and suicide. Transnational labor is also illicit, like the lucrative market in sex trafficking from Russia, Eastern Europe, and North Africa to the wealthier countries in the west and north. We will discuss how these kinds of cross-border practices are regulated through local, national, and international bodies.
Credit 3 units.

U43 IS 458 Gender and Globalization
This course is an examination of how gender is integral to contemporary political economies. We’ll look at how the meaning of family is changing, with a retreat from marriage in some places (why can a person get a temporary divorce in Iran?) and an expansion of marriage in other places (the granting of marriage to lesbians and gays in South Africa; the ability of American men to buy a bride from the Philippines on the internet). We’ll look at health and economy: How are women central to food production worldwide, yet the most typical victims of food scarcity? Alternatively, we’ll see advances in women’s leadership worldwide, and ask why Rwanda tops the list of countries with the greatest share of women in parliamentary bodies. We’ll see women at the forefront of social change. How were several hundred women activists able to thwart Exxon Corporation in Nigeria? Why did Nobel Peace Prize winner Wangari Matthai see planting trees as an act of feminist, environmental and political activism?
Credit 3 units.

U43 IS 460 Indian Barbie, Asian Tigers and IT Dreams: Politics of Globalization and Development in South Asia
This course will explore how South Asia is at the heart of current debates about globalization, development, empire, gender, sexuality, and ethnic identity. We’ll ask how changes in technology, medicine, and the economy correspond with those in society and human rights. Topics include the growth of markets, religious fundamentalism, bio-piracy and water wars, farmer suicides, consumerism, information and communication
technology outsourcing, and reproductive technology. Readings, films, and discussions will take us to countries of Bangladesh, Nepal, Pakistan, Sri Lanka, and India. Assignments include weekly written critiques of the readings, leading discussion, and a research paper.
Credit 3 units. UColl: NW

**U43 IS 463 Sacred Performance, Sacred Dance**
The aim of this course is to examine through text, film, audio, and movement experience the functions and purposes of sacred performances and sacred dances in societies around the world. The course will examine the nature of ritual as performance and the relation of ritual performance to the religious belief systems and communal structures. Some of the key performance/dance rituals will include the Monkey Dance (Kecak) of Bali; the Kumbh Mela in India; the Mani Rimdu of Nepal/Tibet; the Tewa Turtle Dance of New Mexico; the Catholic High Mass; the Whirling Dervishes; and Hasidic ecstatic dance. Parallels to contemporary theatrical dance and performance, rock concerts, Raves, and sporting events will be touched on.
Same as U66 RelSt 463
Credit 3 units. UColl: NW

**U43 IS 4662 Central American Geographies of Violence**
This course provides an in-depth examination of the geographies of violence in Central America. As a region frequently characterized as endemically prone to violence, it is vital to analyze and contextualize the violence. Approaching violence in Central America from a geographic perspective involves not only locating and "placing" the violence, but also thinking relationally about the multiple, overlapping scales of activity, both within and beyond the region. The course is divided into five parts. In the first two sections of the course, we begin with an overview of the physical and human geography of the region and outline key historic moments and their legacies, including colonization, international relations (with an emphasis on U.S. interventions), civil war, genocide and torture. Simultaneously, we delve into various theoretical approaches for understanding the nature of multiple types of violence. In the third section of the course, we focus on neoliberal violence, insecurity and development and address issues such as urbanization, violent crime, issues with free trade and labor, and environmental issues. For the final two sections, we draw from contemporary case studies in the region (reading four required books). We will address identity and violence (discussing indigenous issues, racism, genocide and gender) and in the last section we will cover migration, gangs, drug-trafficking, U.S. security responses, and re-militarization. While we will continue to consider these types of violence through the various theoretical frameworks introduced in the first part of the course, we will also examine and analyze reports on contemporary violence and policy recommendations from multiple sources (multilateral organizations, governments, think tanks, and other nongovernmental organizations). Throughout the course we will also discuss current events occurring in Central America and how they directly or indirectly relate to the topic of geographies of violence.
Same as L97 IAS 4662
Credit 3 units. A&S IQ: LCD, SC, SD EN: H

**U43 IS 470 Topics in Religious Studies: Utopias and Dystopia East and West**
Same as U66 RelSt 470
Credit 3 units.
Degree Requirements

Bachelor of Science in Journalism

All University College undergraduate students must satisfy the same general-education requirements (p. 74).

The Bachelor of Science in Journalism is a 45-unit program of study that includes 18 units of required core courses, a 12-unit concentration in a related discipline or division of Arts & Sciences, a required internship or independent study, and 12 units of elective courses. Additionally, candidates for the Bachelor of Science in Journalism are encouraged to fulfill the advanced writing requirement in University College with an appropriate course in English Composition that is relevant to their interests in journalism.

Required Core Courses: 18 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 210</td>
<td>Foundations of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 211</td>
<td>Introduction to Journalism: Research to Writing</td>
<td>3</td>
</tr>
<tr>
<td>JRN 345</td>
<td>Effective Editing</td>
<td>3</td>
</tr>
<tr>
<td>JRN 378</td>
<td>Communications Technology and New Media</td>
<td>3</td>
</tr>
<tr>
<td>JRN 381</td>
<td>The Business of Communications and Journalism</td>
<td>3</td>
</tr>
<tr>
<td>Comm 416</td>
<td>Communications Ethics and Law</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Concentration: 12 units

Students explore the contextual and applied value of journalism by selecting 12 units of advanced course work in a single discipline or division of Arts & Sciences (e.g., anthropology, business, economics, English, health care, history, international studies, political science, psychology, sustainability, or a division of humanities, social sciences, natural sciences).

Internship or Independent Study: 3 units

Electives: 12 units

Elective course work, chosen primarily to sharpen writing skills, may include 3 units of advanced course work in English Composition, in addition to the advanced course taken to fulfill the advanced writing requirement for the Bachelor of Science degree.

Courses


U49 JRN 210 Foundations of Journalism

This course reviews the history and values of modern journalism from the American colonial period through present, with an emphasis on how journalism serves society. We will explore the relationship between journalism and democracy in the United States and other countries. We consider challenges to journalism throughout history, from various forms of censorship to generating revenue in today's business models for print and broadcast journalism. We also study how technology has transformed the industry and how people get news, from the first press to the nightly newscast to Twitter. We look at bad practices such as checkbook journalism, and discuss the work of Reporters Committee for Freedom of the Press, Missouri Sunlight Coalition, ProPublica and Investigative Reporters and Editors. Credit 3 units.

U49 JRN 211 Introduction to Journalism: Research to Writing

This course provides an overview of hands-on journalism skills with an emphasis on clear, accurate, and persuasive writing. Students will learn how to get the story, conduct interviews, report the story, and proofread their work. We will study and practice the art of pursuing a story, digging up and verifying facts, sorting fact from opinion, and uncovering information using principles of fairness, truth, and accuracy. As the format for news distribution varies and changes regularly, the course prepares students to use all platforms, including newspaper, television, radio, Facebook, Twitter, social media, citizen journalism, blogs, vlogs, and all other formats. Credit 3 units.

U49 JRN 226 Broadcast Journalism

This course examines the three most important elements of broadcast journalism: the mechanics of broadcasting, with an emphasis on television news; the crucial relationship between the media organization and its website; and the controversial relationship between news and entertainment. We cover the dynamics of local and national news, including local origination programming and its future. We also study electronic newsgathering and compare broadcast news writing to writing for newspapers.

Credit 3 units.

U49 JRN 3001 Independent Study in Journalism

Requires proposal approved by instructor, department coordinator and dean in University College.

Credit 3 units.

U49 JRN 315 Sports Reporting and Writing

The fundamentals of sports reporting. Includes formats ranging from “play-by-play” to interpretive or personal opinion pieces commonly printed as sports columns.

Credit 3 units.

U49 JRN 316 Sports, Media, and Society

This course is aimed at preparing journalists for the challenge of covering contemporary sports in America, but it is not a class about sportswriting so much as a class about the issues sportswriters — and intelligent sports fans — need to understand. We will take a critical look at a number of sports-related issues and study the role of the media in the multibillion
dollar industry that is big-time spectator sports. Discussion also of the roles sports serve in modern American culture.

Credit 3 units.

U49 JRN 3161 Entertainment Journalism
This course teaches students how to report on arts and entertainment in newspapers and all other forms of modern media. We will learn to write persuasive criticism, arts and entertainment features, reviews, and other related articles for a mass-market publication. In doing so, we will acquire and sharpen important skills for this and all other forms of journalism: identifying the audience; writing effective leads; and developing interviewing skills.

Credit 3 units.

U49 JRN 322 Special Topics in Journalism: Writing about the World of Food
This course examines food writing from literary, journalistic, and corporate communications perspectives, surveying great food writers from Pliny the Elder to Ruth Reichl. Students learn about techniques and resources for developing proper background knowledge of food-related subjects, and discuss different approaches in writing about food for print, broadcast, corporate, or public-relations applications. Based on each student's interest, assignments may include writing food-related articles, press releases, restaurant reviews, chef profiles, new-product press kits, nutritional analyses, recipe collections, and cookbooks.

Credit 3 units.

U49 JRN 327 Audio Storytelling: From Podcasts to Newscasts
The principles and techniques of audio storytelling, podcasting, and broadcast journalism are applied in a production setting. Students will learn how to develop ideas for podcasts, how to write stories (and news) for the ear, techniques for effective interviewing, and how to produce and edit high-quality audio. At the conclusion of this course, students will know what it takes to produce a podcast and a newscast.

Credit 3 units.

U49 JRN 328 Online Journalism
The internet continues to have a major impact on the practice of journalism. All major newspapers now maintain websites; journalists routinely use the World Wide Web for research and communication purposes, including interviews; many newspapers maintain themselves online as information portals; and the web itself has given birth to a wide variety of online journals, magazines, and newsletters. Some have said that the internet is "democratizing" journalism, in that a major capital investment is no longer necessary to participate in the journalism marketplace. This course will examine the rapidly developing state of online journalism, including how traditional print newspapers and news magazines are utilizing the World Wide Web; "webzines" and other online publications; how online journalism differs from print and broadcast journalism in style, technique and content; and how the web both simplifies and complicates journalistic research.

Credit 3 units. UColl: OLI

U49 JRN 330 Photojournalism
This course introduces students to the tools, techniques, and concepts of visual journalism; the mechanics of photography and its uses as a language of communication. Students develop an awareness of photography and a point of view through shooting assignments. The benchmark for success is understanding concepts, not photographic expertise. No darkroom work. Access to a digital or film camera and a flash is required. No disposable cameras.

Credit 3 units.

U49 JRN 331 Travel and Outdoor Writing
In this creative writing class we will read and practice the techniques essential to crafting engaging travel and outdoor writing of the type found in magazines, newspapers, literary journals, blogs, and books. Readings come from authors such as Bryson, Krakauer, Powell, Thouroux, Twain, Salak, and Steinbeck, and publications such as Orion, Outside, National Geographic, Travel + Leisure, and Wend. Topics balance creative nonfiction and journalistic approaches, including story concepts, angles & themes, voice & tone, detail & description, narrative arc & inverted pyramid structure, titles & subtitles, chronology & pacing. Students will complete a travel writing portfolio of pieces of varying lengths and concepts, including one experiential field-based assignment of the student's design. Same as U11 EComp 330

Credit 3 units.

U49 JRN 332 Social Documentary Photography: Pictures You Will Never Forget
Photography plays a critical role in educating people about the world, and increasingly we seek the visual component to comprehend world events. This introductory course will study classic and contemporary trends in social documentary photography. We will examine the social power of images, and the associated desire of photographers to initiate political and societal change through their work. Students will become familiar with classic themes and contemporary trends. This course will explore how documentary photography is used to contextualize issues, and we will examine how the medium itself has evolved. We will study aesthetic quality, documentary integrity and current technical innovation, including the advent of drone photography and its applications. During the course students will learn the history, theory and principles of social documentary and social realism photography. The course places an emphasis on personal documentary projects, with the goal of practical application of theoretical knowledge. Students will gain hands-on experience by creating and submitting a documentation series. Those who complete the course will be able to identify the work
of significant documentarians and will have strengthened their understanding of photography as a medium for social change. Credit 3 units.

U49 JRN 340 The Magazine Feature: Idea to Finished Product
This course will explore the process of conceiving, reporting, drafting, revising, and placing a magazine feature story. We will read exemplary long-form magazine journalism — sometimes called literary journalism or narrative nonfiction — with an eye to process and craft. How do we find stories? What is the relationship between reporting and the published piece? How do we shed new light on common themes and approach storytelling in innovative ways? During the term, each student will develop a feature profile: securing a subject, devising a reporting strategy, incorporating research, and ultimately, exploring voice, theme, and structure through multiple drafts. The course will include literary analysis and discussion, writing exercises, workshop-style discussion of student work, and will prepare interested students to pitch their stories for publication. Same as U11 EComp 340
Credit 3 units.

U49 JRN 344 Narrative Feature Writing
Newspaper feature writing combines the best of daily, fact-driven reporting with the lyricism of elegant prose. In this course, students will be taught how to report a story, organize the material, and write with a flair. There will be an emphasis on close one-to-one instruction and rewriting to achieve a more readable story.
Credit 3 units.

U49 JRN 345 Effective Editing
Today's communicators don't just write; they also must edit their work for posting on a website or publishing in print. Learn about editing, including the basics of professional-grade grammar, punctuation and style usage. Most editing today involves not just copyediting, however. Communicators must know how to spot sexist and racist language, poor organization and imprecise sentences. This course will help students edit others' work, and, most importantly, their own.
Credit 3 units.

U49 JRN 346 Shoot, Cut, and Upload: Create Media Like a Pro
A strong video story can change minds and behavior, but viral video can tank a political campaign, make a honey badger a superstar, or turn an ordinary product into a hot seller. Video is central to the success of companies, movements, and leaders. The only thing worse than not making video content for a website is making it badly. This course will cover the latest video trends, including GoPro, drone, time-lapse, stop-motion, and GIF production. We will use all devices available to learn how to shoot to thrill, edit to grab attention, and publish for the masses.
Credit 3 units.

U49 JRN 356 Freelance Writing: Process, Publishing and Platform
Writing for newspapers, magazines, public relations operations, and other specialized publications. How to begin a career in freelancing, build a portfolio, find new assignments, write query letters, and deal with editors. Basic writing is not taught.

Emphasis on advanced writing skills and student's ability to carry a project from concept to published piece.
Credit 3 units.

U49 JRN 357 Writing for Online Publication: Writing Blogs and Columns
Increasingly, blogs and columns are the primary outlet for writers to reach interested readers. Students will write and share, via workshop, their own blog and column entries. Readings will span published blogs and celebrated columnists, from Gawker to Herb Caen. Course activities will include planning new blogs, proposing to publishers, online vs. print columns, self-publishing blogs, hyper-linking, interactivity, search-engine optimization, single vs. multi-author blogs, photo/video-blogs, and micro-blogging. This is a fully online course. Only University College students receive credit for online courses.
Credit 3 units. UColl: OLI

U49 JRN 358 Writing About Science and Healthcare: Tools for the 21st Century
This fully online course will focus on science, medical, and health reporting in newspapers and magazines. We will examine developments in the fields that result in headlines, and then look at researching, writing, and marketing articles. Students will conduct interviews with health and science professionals, and analyze popular publications. This is an online course. Only University College students may receive credit for online courses.
Credit 3 units.

U49 JRN 361 The Story of Murder
Murder rivets our attention whether it's leading the news or portrayed in literary fiction. This course investigates homicide from the professional points of view with guest lecturers including the police checking the crime scene; the prosecutor and defense attorney who grapple with legal issues; a forensic psychologist who examines the killer; crime victim advocates who help the suffering families; and the programs to stop the violence. We will consider the First Amendment Right to a free media and the Fourth Amendment Right to privacy and why even the most heinous killer deserves in a fair trial.
Credit 3 units.

U49 JRN 362 Race, Class & Sex: Criminal Justice and the Media
This course investigates the media's portrayal of race, class, and sex as they impact the criminal justice system. We will analyze media coverage of issues including campus sexual assaults, police shootings of unarmed black men, racial profiling of Muslims, sex trafficking, gun control, and why people of color are more likely to be imprisoned. We also study constitutional rights to a free media and a fair trial. The course includes field trips to the Innovative Concept Academy which breaks the school-to-prison pipeline, and to the U.S. Attorney's Office. Guest lecturers include police reformers, a juvenile court judge helping troubled teens, and a crime victim advocate. We shall view films that portray wrongful prosecution of black youths, and the effect of their mothers' incarceration on children. Course readings include books by journalists who investigated campus rapes, embedded themselves in Watts, and followed the aftermath of murder within a family.
Credit 3 units.
U49 JRN 371 Advanced Photojournalism
Successful visual journalism demands an informed understanding of a subject and its context. In this course students will learn to think like a reporter with a camera, and to gather accurate information to produce high-quality visual journalism. We will study the works of accomplished photojournalists and shoot a lot of pictures for critique by both fellow students and the instructor. Students will produce photo essays, complete with text, and the best pictures will be exhibited on campus. Students provide their own film or digital camera. Recommended for the Liberal Arts and Business (LAB) Certificate. Prerequisite: Introduction to Photojournalism. Credit 3 units.

U49 JRN 378 Communications Technology and New Media
This course explores concepts, production, design, publications, strategies and practical applications of interactive media. The course focuses on emerging topics and technologies to help students develop strategies for addressing and resolving both basic and complex issues associated with interactive media. Case studies and guest speakers will be introduced to examine a range of interactive media topics including SEO, web advertising, social media marketing, interactive public relations, web design and development, media measurement, email marketing, and games and entertainment. Credit 3 units. UColl: OLI

U49 JRN 381 The Business of Communications and Journalism
This course presents the business side of journalism and media organizations, from publication and creation of content to day-to-day operations. Students will study business practices and procedures of all types of media organizations, with emphasis on sales and marketing, product distribution, production, and audience identification and engagement. We also will learn to develop publications and products which speak to readers and viewers. Credit 3 units. UColl: OLI

U49 JRN 387 Your Health and What the Media Tell You About It
Communication efforts between health professionals and consumers are sometimes undermined because of the barrage of media health messages that bombard us daily. This course studies media's reporting on health, medicine, and science, to help discern fact from fiction. We will learn specific reading, viewing, and listening skills to help address this issue, and analyze traditional and digital media (TV, radio, film, print, internet) to become better aware of codes and conventions used in a variety of media representations of health-related topics. Credit 3 units.

U49 JRN 452 Media Internship
Credit variable, maximum 3 units.

Mathematics or Applied Mathematics
A degree in mathematics is useful for those seeking careers in teaching, research, the sciences, or business and government.

The traditional mathematics major is particularly appropriate if students plan to teach or enter professional school, or if they seek an interesting major within the liberal arts. The applied mathematics major is suggested if a student plans a career in actuarial work, industrial mathematics or statistics.

The minor in mathematics consists of 21 units of required course work. Please refer to the Degree Requirements section for more information.

Contact: Lisa Kuehne
Phone: 314-935-4226
Email: lmkuehne@wustl.edu
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-math

Degree Requirements
BS in Mathematics or Applied Mathematics
All University College undergraduate students must satisfy the same general-education requirements (p. 74).
Required for all mathematics majors:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 155</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 156</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 255</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Math 256</td>
<td>Calculus IV</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the required courses, students should select relevant courses in the social and physical sciences to complement and augment their major.

Traditional Mathematics Major Requirements
Mathematics majors should take Math 3101 Foundations for Higher Mathematics as one of these courses. In addition to the calculus sequence and Math 3101, 15 units of 300- and 400-level courses must be completed successfully.

A sample of 300- and 400-level courses available:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 301</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Math 305</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math 3091</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 493</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>Math 494</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>
Applied Mathematics Major Requirements

Applied mathematics majors should take Math 133 Programming with Python. In addition to the calculus sequence and Math 133, 15 units of 300- and 400-level courses must be completed successfully.

A sample of 300- and 400-level courses available:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 305</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math 3091</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 322</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>Math 439</td>
<td>Linear Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>Math 475</td>
<td>Statistical Computation</td>
<td>3</td>
</tr>
<tr>
<td>Math 493</td>
<td>Probability</td>
<td>3</td>
</tr>
<tr>
<td>Math 494</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

The Minor in Mathematics

To earn a minor in mathematics, 21 credits of mathematics courses must be completed, of which at least 9 units must be advanced course work (300-level or above). Suggested course work:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 133</td>
<td>Programming with Python</td>
<td>3</td>
</tr>
<tr>
<td>Math 155</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Math 156</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Math 255</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>Math 256</td>
<td>Calculus IV</td>
<td>3</td>
</tr>
<tr>
<td>Math 305</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>or Math 205</td>
<td>Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Math 309</td>
<td>Matrix Algebra</td>
<td>3</td>
</tr>
<tr>
<td>or Math 301</td>
<td>Differential Equations</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 21

Courses


U20 Math 140 Algebra
The basic rules for operation within the real number system, polynomials, linear and quadratic equations, and inequalities. Prerequisite: one year of high school algebra or equivalent. Credit 3 units.

U20 Math 141 Topics in Precalculus
Topics in algebra, functions, graphs, and logarithmic and exponential functions. U20 141 serves as preparation for the calculus sequence. Prerequisite: U20 140. Credit 3 units.

U20 Math 155 Calculus I
First course in differential calculus covering functions, limits, continuity, derivatives, techniques of differentiation, and applications including maxima and minima of functions, curve sketching, related rates and rectilinear motion, mean value theorem. Prerequisite: U20 141 or equivalent, including trigonometry. Credit 3 units.

U20 Math 156 Calculus II
Continuation of U20 155, starting with a brief review of definitions and formulas. The concept of the integral; the Fundamental Theorem of Calculus; techniques of integration; application of the integral including areas, volume, and work; differential and integral calculus with elementary transcendental functions. Prerequisite: U20 155 or equivalent. Credit 3 units.

U20 Math 205 Applied Statistics
This is a first course in statistics with examples and applications from a variety of disciplines, and emphasis on the social, behavioral and natural sciences. Students will learn about key topics and statistical methods that may be applied to areas such as economics, mathematics, psychology, business, and health sciences, to name a few. The course will provide a foundation in descriptive and inferential statistics, and in probability. Students will learn numerical and graphical methods of describing data and will study some of the more common distributions. Topics to be covered include hypothesis testing, confidence-interval estimation, correlation, regression, analysis of variance, contingency tables, quality control, and nonparametric statistics. This course may be applied to University College majors in economics, managerial economics, and political science. Students must have access to the internet, have an email account, and have some familiarity with Microsoft Excel to take the course. Prerequisite: College Algebra. Credit 3 units. UColl: OLI

U20 Math 210 Applied Statistics
Basic concepts of statistics. Data collection (sampling and designing experiments), data organization (tables, graphs, frequency distributions, numerical summarization of data), statistical inference (elementary probability and hypothesis testing). Prerequisite: high school algebra. Credit 3 units.

U20 Math 210 Introduction to Statistics
Basic concepts of statistics. Data collection (sampling and designing experiments), data organization (tables, graphs, frequency distributions, numerical summarization of data), statistical inference (elementary probability and hypothesis testing). Prerequisite: high school algebra. Credit 3 units.

U20 Math 210 The Art of Mathematical Thinking
Mathematics plays an important role in society, from engineering to architecture to the social and behavioral sciences. This course will expose non-math majors to fascinating sides of mathematics that are typically not discussed in standard math courses. Students will learn effective thinking techniques with applications.
Beyond standard mathematics, and discover exciting ideas and new perspectives about the world. We will look at questions like: What do rabbits, piano keyboards, and pine cones have to do with the Parthenon? What do secret codes and bar codes have to do with number systems and prime numbers? What are some uses and misuses of mathematics in everyday life? Why are coincidences not so amazing after all? Prerequisite: proficiency in high school algebra.

Credit 3 units. UColl: OLI

U20 Math 224 Advanced Data Visualization (with R)
Visual representations of data are important for conveying complex information simply. There are many packages available in R (such as ggplot2) that can be used to generate plots and graphs of various kinds. Sometimes the default output from a particular command is not the best way to communicate a particular result or trend. This course will help students to learn more about the common ways to display data, as well as how to make changes to the codes so that the visualizations are more effective. Visualization techniques involve study from areas such as graphic design, computer science, psychology, and mathematics. Topics include: categorical data, distributions, time series, scatter plots, and maps. Prerequisites: Math 124 and Math 205 or 305 or equivalents.
Credit 3 units. UColl: OLI

U20 Math 255 Calculus III
Continuation of U20 156. Vectors in the plane and in space, lines and planes in space, calculus of vector-valued functions, parametric equations, arc length, polar coordinates, infinite series, Taylor's theorem. Prerequisite: U20 156 or equivalent.
Credit 3 units.

U20 Math 256 Calculus IV
Continuation of U20 255. Functions of several variables, partial derivatives, tangent planes, directional derivatives, total differential, multiple integrals, line integrals, and an introduction to elementary differential equations. Prerequisite: U20 255 or equivalent.
Credit 3 units.

U20 Math 301 Differential Equations
First course in differential equations with emphasis on linear equations and their applications. Prerequisite: U20 256 or equivalent.
Credit 3 units.

U20 Math 304 Linear Algebra
Continuation of U20 156 emphasizing topics of interest in the physical sciences. Topics in multivariable and vector calculus (div, grad, curl); line, surface integrals and connections to electromagnetism; Fourier series and integrals; boundary value problems (diffusion and wave equations); additional topics if time permits. Students may not receive credit toward a math major or minor for both Math 308 and Math 318. Prerequisites: Math 233 and 217, or permission of instructor.
Same as L24 Math 308
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

U20 Math 309 Linear Algebra I
Credit 3 units.

U20 Math 3091 Matrix Algebra
An introductory course in linear algebra that focuses on Euclidean n-space, matrices and related computations. Topics include: systems of linear equations, row reduction, matrix operations, determinants, linear independence, dimension, rank, change of basis, diagonalization, eigenvalues, eigenvectors, orthogonality, symmetric matrices, least square approximation, quadratic forms. Introduction to abstract vector spaces.
Credit 3 units. Arch: NSM Art: NSM

U20 Math 3101 Foundations for Higher Mathematics
Introduction to the rigorous techniques used in more advanced mathematics. Topics include propositional logic, use of quantifiers, set theory, methods of proof and disproof (counterexamples), foundations of mathematics. Use of these tools in the construction of number systems, and in other areas such as elementary number theory, combinatorial arguments, and elementary proofs in analysis. Prerequisite: Math 256 or permission of the instructor.
Credit 3 units.

U20 Math 400 Independent Study
Credit variable, maximum 3 units.

U20 Math 420 Experimental Design
A first course in the design and analysis of experiments, from the point of view of regression. Factorial, randomized block, split-plot, Latin square, and similar design. Prerequisite: CSE 131 or 200, Math 3200, or permission of instructor.
Same as U20 Math 520
Credit 3 units. Art: NSM

U20 Math 434 Survival Analysis
Life table analysis and testing, mortality and failure rates, Kaplan-Meier or product-limit estimators, hypothesis testing and estimation in the presence of random arrivals and departures, and the Cox proportional hazards model. Techniques of survival analysis are used in medical research, industrial planning and the insurance industry. Prerequisites: CSE 131 or 200, Math 309 and 3200, or permission of the instructor.
Same as L24 Math 434
Credit 3 units. A&S IQ: NSM

U20 Math 439 Linear Statistical Methods
Theory and practice of linear regression, analysis of variance (ANOVA) and their extensions, including testing, estimation, confidence interval procedures, modeling, regression diagnostics and plots, polynomial regression, collinearity and confounding, model selection, geometry of least squares, etc. The theory will be approached mainly from the frequentist perspective, and use of the computer (mostly R) to analyze data will be emphasized.
Prerequisites: CSE 131 or 200, Math 3200 and a course in linear algebra (such as Math 309 or 429), or permission of instructor. Same as L24 Math 439
Credit 3 units. A&S IQ: NSM

U20 Math 461 Time Series Analysis
Time series data types; autocorrelation; stationarity and nonstationarity; autoregressive moving average models; model selection methods; bootstrap confidence intervals; trend and seasonality; forecasting; nonlinear time series; filtering and smoothing; autoregressive conditional heteroscedasticity models; multivariate time series; vector autoregression; frequency domain; spectral density; state-space models; Kalman filter. Emphasis on real-world applications and data analysis using statistical software. Prerequisite: Math 493 and either Math 3200 or 494; or permission of the instructor. Some programming experience may also be helpful (consult with the instructor). Same as L24 Math 461
Credit 3 units. A&S IQ: NSM

U20 Math 475 Statistical Computation
Introduction to modern computational statistics. Pseudorandom number generators; inverse transform and rejection sampling. Monte Carlo approximation. Nonparametric bootstrap procedures for bias and variance estimation; bootstrap confidence intervals. Markov chain Monte Carlo methods; Gibbs and Metropolis-Hastings sampling; tuning and convergence diagnostics. Cross-validation. Time permitting, optional topics include numerical analysis in R, density estimation, permutation tests, subsampling, and graphical models. Prior knowledge of R at the level used in Math 494 is required. Prerequisite: Math 233, 309, 493, 494 (not concurrently); acquaintance with fundamentals of programming in R. Same as L24 Math 475
Credit 3 units. A&S IQ: NSM

U20 Math 493 Probability
Mathematical theory and application of probability at the advanced undergraduate level; a calculus-based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes' theorem, random variables and distributions, expectations and moments, the classical distributions, and the central limit theorem. Same as U20 Math 593
Credit 3 units.

U20 Math 494 Mathematical Statistics
Theory of estimation, minimum variance and unbiased estimators, maximum likelihood theory, Bayesian estimation, prior and posterior distributions, confidence intervals for general estimators, standard estimators and distributions such as the Student-t and F-distribution from a more advanced viewpoint, hypothesis testing, the Neymann-Pearson Lemma (about best possible tests), linear models, and other topics as time permits. Same as U20 Math 594
Credit 3 units. A&S IQ: NSM Arch: NSM

U20 Math 495 Stochastic Processes
Content varies with each offering of the course. Past offerings have included such topics as random walks, Markov chains, Gaussian processes, empirical processes, Markov jump processes, and a short introduction to martingales, Brownian motion and stochastic integrals. Prerequisite: Math 318 and 493, or permission of instructor. Same as L24 Math 495
Credit 3 units. A&S IQ: NSM Arch: NSM

Political Science
The Department of Political Science offers students the opportunity to study all aspects of politics using cutting-edge technical and theoretical tools. Our courses are animated by longstanding problems related to the use of power, its rightful exercise by governments and individual actors, and the institutions that affect how that power is exercised. Reflecting the breadth of the discipline, we offer a range of classes, including courses on elections and electoral politics, international political economy, justice and the state, and comparative analyses of political institutions across states.

A major in political science thus exposes students to the primary themes of the discipline: American politics, comparative politics, international politics, political methodology, and political theory. A political science major offers students the opportunity to study political life as part of a broad liberal education. It is a useful step toward law or business school. Other political science students pursue careers or further education in public administration, urban planning, journalism, education and social work, or in federal, state, or local government.

Phone: 314-935-5810
Email: polisci@wustl.edu
Website: https://ucollege.wustl.edu/programs/undergraduate/bachelors-political-science

Degree Requirements
All University College undergraduate students must satisfy the same general-education requirements (p. 74).

The Major in Political Science
Required: 30 units minimum
To major in political science, students must complete a minimum of 30 units of political science course work, including at least 6 units of introductory course work, the course U25 PolSci 323 Introduction to Quantitative Methods and at least 18 units at the 300- and 400-levels. The 18 advanced units for the major must include at least one 3-unit course from three of the following five fields:

- American politics
- Comparative politics
- International politics
- Political and social theory
- Methods of political research and analysis
The department encourages students to explore a wide variety of courses in political science. A student’s program should be planned in close consultation with an academic adviser.

The Minor in Political Science

Required: 15 units
15 units of course work in Political Science, including at least 9 units of advanced-level courses, are required.

Courses


U25 PolSci 101 American Politics
This course provides an overview of the politics of American government. The topics covered are the historical developments of American politics, federalism, political participation (e.g., voting), institutions (e.g., Congress), and public opinion. That political actors are strategic in their pursuit of objectives is a theme underlying our examination of these topics. Accordingly, we explore the many ways in which strategic political behavior impacts institutions and the interactions between political actors in the U.S.
Credit 3 units.

U25 PolSci 102 Comparative Politics
One of the primary goals of a course in comparative politics is to familiarize students with a broad array of political systems. The approach taken in this course can best be characterized as the active acquisition and use of a set of tools for looking at the political world. In other words, instead of putting emphasis on what textbook writers think political scientists know, in this course the emphasis is on "how we know what we know" and on building knowledge. This approach equips students with a set of tools to use long after the course is over. These comparative tools are focused on historical, recent, and current events, and students are provided the opportunity to delve more deeply into a study of the parts of the world most they find most interesting.
Credit 3 units. A&S IQ: LCD Arch: SSC Art: SSC BU: BA, IS UColl: NW

U25 PolSci 103 Introduction to International Politics
This course introduces the study of world politics and approaches political scientists use to understand international political relations. We will mostly use events of the 20th century as a backdrop to know what occurred. Why these events occurred is more difficult to understand. Competing explanations exist for most interesting puzzles in international relations. The course develops a toolkit to explore why events took place. Think of yourself as a detective trying to understand past, contemporary, and future politics.
Credit 3 units.

U25 PolSci 103B International Politics
Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces the study of global political-economic relations. We focus upon building a toolkit that will help us understand the micro-foundations of the globalization of material and social relations. Same as L32 Pol Sci 103B
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

U25 PolSci 203 Topics in Politics
The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units.

U25 PolSci 227 Just Do It! Skills That Turn Passion into Policy
The course will focus on skills related to the democratic expression of political rights and responsibilities. The course will balance background knowledge of the issues with application. Students will explore how to use coalition building and advocacy skills to relate to personal issues to public issues. Students will research a current Missouri bill, create a strategic plan for its passage or failure, and prepare to give testimony on such bill in a mock House of Representatives committee hearing. Students will also learn about ethical dilemmas in policy and politics and create a plan for turning their passions into policy.
Same as L32 Pol Sci 227
Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

U25 PolSci 230 U.S. Presidential Campaigning
With the 2016 Presidential race as our backdrop, this course will explore the road to the White House, from early primaries and caucuses through the general election. We will study the role and impact of the media, political parties, and interest groups. We will discuss campaign strategy and organization and the importance of fundraising, debates, polling, social media, and national conventions. We will assess the strengths and weaknesses of current presidential campaigns in real time. Students will select a candidate to "manage" throughout the course and develop themes, speeches, and a general election strategy for their candidate. We will not debate which candidate is the best, but we will discuss who has the best message, organization, and overall campaign.
Credit 3 units. UColl: PSA

U25 PolSci 260 Game Theory in Science and Culture
Introduces the major intellectual insights of game theory in a nontechnical fashion, and examines the influence game theory has had on geopolitics, social philosophy, psychology, art, and the humanities. In addition to covering the basic machinery of the theory, the class will: participate in numerous illustrative classroom games; examine game theory in film, literature, and literary criticism; see how game theory has contributed to social theory; and learn about the background of game theory and its history and perception as a hoped-for tool in the Cold War. Grades based on problems, short essays, two short-essay exams, and participation.
Same as L32 Pol Sci 260
Credit 3 units. A&S IQ: SSC

U25 PolSci 3006 Humanitarian Intervention
This course will examine the political factors that influence humanitarian intervention by studying the ethical, legal,
economic, and geostrategic aspects underpinning one of the more controversial developments, namely, the use of military force to protect civilians caught up in internal conflict, such as in Somalia, Bosnia, and Kosovo. The course reviews traditional humanitarian principles and considers how 21st-century intrastate wars have influenced humanitarian organizations. We also consider the “Responsibility to Protect” doctrine and its impact on NATO operations.

Credit 3 units.

U25 PolSci 3031 Race and Ethnicity in American Politics
This seminar will discuss the continuing importance of race and ethnicity in American politics and the politics of racial minority groups in America. It will examine the disadvantage minorities have in the American political structure including problems with political participation. It will examine how the structure and functions of the branches of government and its bureaucracy affect the aspirations of minorities. The role of pressure groups on political structure will be discussed. Additional discussion will focus on urban politics and tensions.
Same as L32 Pol Sci 3031
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA UColl: PSA

U25 PolSci 3050 Politics of International Law
In this course, we will focus on key issues of international law and international politics, and how issues of law and politics intersect at the international level. This will include a focus on theories of international relations, theories of international law; conflicts regarding resources, territory and ideology; the military-industrial complex; globalization, privatization and commercialization; international trade; international treaties; international institutions; the limits of international law; customary international law; the law of the sea; space law; the concept of empire; unilateralism; human rights; and war law.
Credit 3 units. UColl: PSI

U25 PolSci 3061 Sex, Race, and Justice: The U.S. Supreme Court Year Review
Credit 3 units.

U25 PolSci 3090 Civil War and Peace
This course examines the causes and consequences of intrastate conflict, as well as the potential solutions to it, drawing on examples from countries throughout the world, including Bosnia-Herzegovina, India, Iraq, Russia, Rwanda, Spain, et cetera. We will consider many potential causes of intra-state violence, including ethnic and religious identities, economic and security concerns, elite manipulation, and international diffusion. In order to understand the challenges countries face recovering from violence, we will subsequently examine different ways in which conflicts are conducted, as well as their consequences, including economic underdevelopment, rape, child soldiers, and disease. Finally, using what we have learned about the causes and consequences of conflict, we will analyze the utility of different tools for managing intra-state conflict, including, but not limited to, minority representation, consociationalism, decentralization and partition.
Same as L32 Pol Sci 3090
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS

U25 PolSci 3103 Topics in Politics: Comparative Politics - The Middle East
Credit 3 units. BU: BA UColl: PSC, PSI

U25 PolSci 3111 Topics in American Politics
Credit 3 units.

U25 PolSci 3153 Local Economic Development
This course introduces students to the concepts and practices of local economic development.
Credit 3 units. UColl: PSA, PST

U25 PolSci 3191 Topics in American Politics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. UColl: OLI, PSA, PST

U25 PolSci 321 Public Opinion and American Democracy
This course is about the salience of public opinion and its influence on American politics. Topics to be covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course will describe and analyze many of the factors that influence the formation, structure, and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media, and religion. Additional topics include presidential approval, congressional approval, and the relationship between public opinion and public policy. The course will also train students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use these tools as part of their own research projects. Prerequisites: previous course work in American politics or communications.
Same as L32 Pol Sci 3211
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

U25 PolSci 323 Introduction to Quantitative Methods
This is an introduction to research methodology and quantitative analysis for social scientists. This class will introduce students to social scientific inquiry and basic statistical tools used to study politics. Students will learn to study politics with the help of measurement, descriptive analysis, correlation, graphical analysis, hypothesis testing, confidence intervals, analysis of variance, and regression analysis. The course will include classroom lectures and computer lab-time to enable students to work hands-on with datasets. Basic math skills (algebra) is recommended. Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units.

U25 PolSci 326B Latin American Politics
This course is an introduction to the politics in Latin America, focusing on the trend toward the establishment of democracy. We examine the impact of political culture, economic development, and the legacy of authoritarian regimes on contemporary politics. The course also reviews many of the most pressing challenges confronting Latin American governments: the role of the military in politics, the reform of political institutions, threats from radical guerrillas and drug
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Units</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U25 PolSci 322</td>
<td>Sustainability Policy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>U25 PolSci 3291</td>
<td>Modern South Asian Politics</td>
<td>3</td>
<td>Same as L32 Pol Sci 326B</td>
</tr>
<tr>
<td>U25 PolSci 3300</td>
<td>Topics in Political Science</td>
<td>3</td>
<td>UColl: PSA</td>
</tr>
<tr>
<td>U25 PolSci 3301</td>
<td>Topics in Politics: Theories of Social Justice</td>
<td>3</td>
<td>Same as L32 Pol Sci 331</td>
</tr>
<tr>
<td>U25 PolSci 3312</td>
<td>St. Louis Metropolitan Urban Politics</td>
<td>3</td>
<td>Credit 3 units. UColl: PSA</td>
</tr>
<tr>
<td>U25 PolSci 3326</td>
<td>Topics in Politics: Constitutional Politics in the U.S.</td>
<td>3</td>
<td>The principal purpose of this course is to introduce students to the politics of constitutional interpretation. We will first discuss the origins of the constitution, the structure operation and work of courts, and judicial decision making. Afterwards, we will examine various areas of the law relating to institutional powers and constraints (e.g., federalism, presidential powers, Congressional authority). In so doing, we will develop an understanding for the legal doctrine in each area of the law and also examine explanations for the legal change we observe. Same as L32 Pol Sci 3325 Credit 3 units. A&amp;S IQ: SSC Art: SSC BU: BA EN: S</td>
</tr>
<tr>
<td>U25 PolSci 3331</td>
<td>Topics in Politics: Social and Political Movements</td>
<td>3</td>
<td>Same as L32 Pol Sci 333</td>
</tr>
<tr>
<td>U25 PolSci 3333</td>
<td>National Security, Civil Liberties and the Law</td>
<td>3</td>
<td>Same as L32 Pol Sci 3381</td>
</tr>
<tr>
<td>U25 PolSci 3341</td>
<td>Courts and Civil Liberties</td>
<td>3</td>
<td>This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests. Same as L32 Pol Sci 3441 Credit 3 units. A&amp;S IQ: SSC Art: SSC BU: BA EN: S</td>
</tr>
<tr>
<td>U25 PolSci 3342</td>
<td>Courts and Civil Liberties</td>
<td>3</td>
<td>Same as L32 Pol Sci 3441</td>
</tr>
<tr>
<td>U25 PolSci 3344</td>
<td>American Electoral Politics</td>
<td>3</td>
<td>This course will focus on the recent political history and development of South Asia. It will begin with a review of the British colonial period and the Independence movement. The remainder of the course will examine different political issues in India, Pakistan, Bangladesh, and Sri Lanka. Topics will include political mobilization, land reform, law and politics, social movements, religious and caste politics, the rise of religious nationalism, and political control of the economy. Same as L32 Pol Sci 3292 Credit 3 units. A&amp;S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS</td>
</tr>
<tr>
<td>U25 PolSci 3345</td>
<td>American Electoral Politics</td>
<td>3</td>
<td>This course will explore the operations of the American criminal justice system. Substantial emphasis on the constitutional rights accorded to the criminally accused. Readings consist primarily, but not exclusively, of Supreme Court cases. Same as L32 Pol Sci 3441 Credit 3 units. A&amp;S IQ: SSC Art: SSC BU: BA ETH EN: S</td>
</tr>
</tbody>
</table>

**Credit Note:**
- Credit 3 units. 
- A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: HUM EN: S 
- UColl: PSA
U25 PolSci 3521 The Politics of Privacy in the Digital Age
This course explores the changing nature of privacy in contemporary society.
Same as L32 Pol Sci 3462
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH UColl: PSA, PSC

U25 PolSci 364 The New Space Rush
This course will introduce students to new activities regarding outer space. New types of spaceships and space hotels are being designed. Vast quantities of natural resources such as gold, platinum, iridium, osmium, helium 3 and water were recently discovered in outer space. These new advances in space exploration, science, technology and architecture can be analyzed through the lens of political science. Across various disciplines, these accomplishments in physics, biology, chemistry, engineering, medicine and computer science, along with the likely economic implications, can be explained by political science concepts, theories and analytical tools. Students from many disciplines can learn more by understanding the big picture of patterned activities relevant to outer space. Newly emerging industries such as space tourism, space mining, commercial space settlements and outer space colonization will be discussed.
Credit 3 units. UColl: PSC, PSI

U25 PolSci 367 Ancient Political Thought
Same as U02 Classics 367
Credit 3 units.

U25 PolSci 370 Topics in Politics
Credit 3 units. UColl: PSC

U25 PolSci 374 American Foreign Policy
American foreign policy from the end of World War II to the present; the domestic constraints on America's ability to create a coherent, effective foreign policy.
Credit 3 units. UColl: PSI

U25 PolSci 375 Topics in International Politics
Credit 3 units. UColl: PSA, PSI

U25 PolSci 3781 Israeli Politics
Places Israeli political issues and events within the context of existing political theories. Discusses the politics and ideology of pre-state Israel and the foundation of the state. The creation of modern Israel political institutions, elections, and government coalitions. Also, Israeli foreign policy and international involvement.
Credit 3 units. UColl: NW, PSC, PSI

U25 PolSci 382 Introduction to Public Policy
In this course students will learn the structures, processes, and actors comprising policymaking in the United States at the national and state level. Using various models of the policy process, students will gain understanding of policies in a variety of policy arenas. The core project of the course will help students develop their analytic and writing skills by applying the models learned in class to a specific policy debate within one of the areas discussed in the course.
Credit 3 units. UColl: PSA

U25 PolSci 389 Power, Justice, and the City
This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.
Same as L32 Pol Sci 389A
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

U25 PolSci 391 History of Political Thought: Justice, Virtue, and the Soul
This course offers a critical introduction to the main issues and debates in western political theory, including but not limited to the topics of justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. This course is designed to be the first in a three-semester sequence on the history of political thought, and students are encouraged, but not required, to take the courses in chronological sequence. The first semester begins with ancient Greek political thought, and follows its development up to the early 16th century.
Same as L32 Pol Sci 391
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

U25 PolSci 400 Independent Study
Must complete independent study forms with signatures from faculty, University College Coordinator and dean at University College.
Credit 3 units.

U25 PolSci 4013 Negotiating Major Legislation in Congress
This course examines the outcomes of the legislative process in the United States. The first third of the course will examine key concepts and major determinants of the negotiation process: majority rule instability, agenda control, political parties, the amendment process, and the uncovered set. The rest of the course will examine the negotiations that led to some of the most significant legislation in the past 100 years, from the Federal Reserve Act of 1913 through the Voting Rights Act of 1965 to the immigration bill of 2006. Along with other assignments, each student will write several drafts of a major research project on a major piece of legislation. Each research project will examine the amendments offered, the strategic intentions of the amendments' sponsors, the agenda process, and the role of party. Prerequisite: PolSci 101B.
Same as L32 Pol Sci 4013
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

U25 PolSci 4080 Voting Rights and Election Law
This course will study legal concepts of voting behavior and election law that impact the ability of citizens to access and participate in the democratic process. Election law changes rapidly and is the subject of legal and political dispute in a number of areas. This course will examine federal constitutional and statutory law governing the right of suffrage and assess current controversies in these areas. While there is no specific "right to vote" explicitly stated in the U.S. Constitution, over time, it has been amended or interpreted to protect the right of franchise from being abridged based on race, gender, property...
ownership, age and other qualifications. Legislative enactments have also established rights with respect to voting. Each extension of voting rights has been a product of and brought about, social and political change. This course will examine the interplay of law and politics in the right to vote. Credit 3 units. UColl: PSA

U25 PolSci 4131 Directed Research in Political Science
Research activities or project in political science under the supervision of an instructor in the department. Credit variable, maximum 3 units.

U25 PolSci 414 Directed Fieldwork
A fieldwork project carried out under the direction of the department. Must be taken pass/fail. Credit variable, maximum 9 units.

Theory and practice of mercantilism, capitalism, and socialism. Historical and contemporary examples considered, with contemporary focus on Latin America, Eastern Europe, and Hong Kong. Primary emphasis on choices open to individuals; pecuniary and non-pecuniary prices paid to exercise those choices. Statistical evidence and case studies will be used. Course requirements include weekly written critique. Prerequisite: U07 Econ 1011 or 1021. Same as U07 Econ 427. Credit 3 units.

U25 PolSci 4552 Comparative Political Economy
This seminar will introduce the student to aspects of social choice theory, applied to themes to do with the economic origins of democracy, democratization and the stability of social orders. We shall read and discuss a number of recent books: Acemoglu and Robinson on Economic Origins; North, Weingast and Wallis on Violence and Social Orders; Przeworski on Democracy and Development; Ferguson on Money; Collier on Wars, Guns, and Votes. If time permits we also hope to discuss recent work by Stern on the Economics of Climate Change. Students will be expected to work on two short research papers, either empirically or theoretically based, and make a presentation of their work near the end of the semester. Same as L32 Pol Sci 4552. Credit 3 units.

U25 PolSci 482 Public Policy Internship
Internships in such places as legislators’ offices, public interest groups, regional or community organizations, or private businesses with active public policy research interests. Prerequisites: 12 hours of political science course work; advanced standing; permission of University College, the instructor, and the department chair. Must be taken for letter grade. Must be taken concurrently with U25-414. Credit variable, maximum 3 units.

U25 PolSci 483 Legal Internships
The legal internship program is designed to allow advanced undergraduates the opportunity to undertake an internship in one of a variety of public and private law offices. Must be taken for letter grade. Must be taken concurrently with U25-414. Credit variable, maximum 3 units.

Psychological & Brain Sciences
As the science concerned with the study of behavior, Psychological & Brain Sciences includes such areas as learning and memory, motivation, sensory processes and perception, biological bases of behavior, social interactions, aging and development, personality, and clinical and abnormal psychology. Undergraduate study in Psychological & Brain Sciences provides a sound basis for later professional graduate training in the master’s or PhD level in Psychological & Brain Sciences. The psychological and brain sciences major may also provide important intellectual tools for those considering careers in management, law, education, social work, public relations, and health-related professions. We also offer a psychological and brain sciences minor for students who are interested in psychological and brain sciences but who are pursuing other subjects.

Contact: Emily Cohen-Shikora, PhD
Phone: 314-935-7650
Email: ecohensh@wustl.edu
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-psychology

Degree Requirements
The Major in Psychological and Brain Sciences

All University College undergraduate students must satisfy the same general-education requirements (p. 74).

Students majoring in psychological and brain sciences in University College must complete a minimum of 33 units in psychology, including the following:

Introductory Psychology Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 300</td>
<td>Introductory Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Psych 3015</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Psychology Area Courses

Five upper-level (300-400) psychological and brain sciences courses as indicated below:

- **Group A - Social/Personality** (at least one course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 315</td>
<td>Introduction to Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 353</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>Psych 381</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Group B - Abnormal/Affective** (at least one course):
### Code Title Units
Psych 354 Abnormal Psychology: The Major Mental Disorders 3
Psych 3195 Abnormal Child Psychology 3
Psych 488 Addiction and Treatment 3

- **Group C - Biological/Neurological** (at least one course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>U09</td>
<td>Cognitive Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>Psych</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Group D - Behavior & Cognition** (at least one course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych</td>
<td>Learning and Memory</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Group E - Lifespan Development** (at least one course):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych</td>
<td>Social Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>Psych</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psych</td>
<td>Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Psych</td>
<td>Psychology of Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Electives

To complete the psychological and brain sciences major, students must complete three additional electives in psychology at the 300-400 level. A maximum of 3 units of independent study may apply to the major.

### Optional Concentrations in Psychological & Brain Sciences

University College students who major in psychological and brain sciences may select from three optional concentrations.

#### Lifespan Development — provides an understanding of the cognitive and physiological changes that occur over the lifespan, including childhood, adolescence, and older adulthood. This concentration provides a foundation for work in psychology, social work, education, and other human services.

- **Required Courses** (3 units)
  Developmental Psychology (Psych 322)

- **Elective Courses** (6 units) — choose two of the following (others with authorization):
  Psychology of Adolescence (Psych 325)
  Psychology of Aging (Psych 3261)
  Social Gerontology (Psych 308)

#### Counseling Foundations — the application of psychology in the clinical field. This concentration provides a foundation for careers in clinical psychology, social work, counseling, or related fields in mental health services.

- **Required Courses** (6 units)
  Abnormal Psychology: The Major Mental Disorders (Psych 354)
  Perspectives on Counseling (Psych 330)

- **Elective Courses** (3 units) — choose one of the following (others with authorization):
  Abnormal Child Psychology (Psych 3195)
  Addiction and Treatment (Psych 488)
  Health Psychology (Psych 358)

#### Gerontology — social, cognitive, and health aspects of aging. This concentration provides a foundation for careers in all health care and related service areas for an aging population.

- **Required Courses** (3 units)
  Psychology of Aging (Psych 3261)

- **Elective Courses** (6 units) — Please make an appointment with your adviser to discuss electives for the Gerontology concentration.

### Policies for Optional Concentrations

1. Each optional concentration requires 9 units of course work.
2. A student may pursue only one optional concentration.
3. Courses applied to an optional concentration may not be used to fulfill any other requirement for the major.
4. If two courses completed for an optional concentration fall within the same distribution, then that distribution is satisfied.
5. These optional concentrations are available only to University College students admitted to a Bachelor of Science degree with a major in psychological and brain sciences.

### The Minor in Psychological and Brain Sciences

The requirements for the minor are a minimum of 15 units in psychology with at least 9 units in upper-level (300-400) courses; there are no specific course requirements other than Introduction to Psychology (Psych 100). Students interested in a general background might take courses in several areas: social, sensation and perception, physiological, personality, etc. Those who wish to concentrate in a specialized area (e.g., the “helping professions” or counseling) should take such courses as personality, abnormal psychology, developmental psychology, or perspectives on counseling.
Courses


U09 Psych 100 Introduction to Psychology
This course covers current theories of learning, motivations, emotion, perception, thought, intelligence, and personality, emphasizing both biological and philosophical aspects. Psych 100 is a prerequisite for all 300-level and above psychology courses. Credit 3 units.

U09 Psych 214 Introduction to Industrial and Organizational Psychology
This course explores the application of research findings in psychology and other behavioral sciences to issues and problems in the workplace, including both theory and methodology. Includes motivation, communication, learning, decision making, leadership, power and influence, and personnel selection. Recommended for the Liberal Arts and Business (LAB) Certificate. Credit 3 units.

U09 Psych 230 Human Growth and Development
This course provides an overview of emotional, psychological, physical, and social development through the life span. We will emphasize the developmental tasks, characteristics, and typical behaviors of each developmental era (infancy, childhood, adolescence, adulthood, later life). We will study major developmental theorists including Freud, Erickson, Piaget, Millet, Gilligan, and Kohlberg. Prerequisite: U09-100. Open only to University College students. Credit 3 units.

U09 Psych 235 Life Stories: Personal Approaches to Adult Development, Learning, and Life Planning
This course examines adult development and adult learning as points of reference for analyzing the major decisions, changes, and opportunities that influence our own lives — at work, at school, at home, and in the larger community. We will also examine the sustaining role of liberal education in our personal and professional growth. We will read a combination of personal memoir, autobiography, and other nonfiction to illustrate how other people have responded to life's challenges and transitions, and to help us construct our own life stories, educational and professional plans. Selected readings from psychology, education, literature, anthropology, sociology, leadership and career development, include Composing a Life, Tuesdays with Morrie, Habits of the Heart, The Leadership Challenge, Journey in the Middle of the Road, and A River Runs Through It. Cannot count toward requirements for the psychological and brain sciences major or minor for day students. Prerequisite: Psych 100. Credit 3 units.

U09 Psych 240 Internship in Psychology
Participation under supervision in an applied, non-academic community agency for course credit. Prerequisites, procedures for enrollment, and course requirements are described in an Internship Guide available in the University College office. Approval of the petition to enroll required prior to enrollment. Open only to University College psychology majors. Credit 3 units.

U09 Psych 2501 Introduction to Animal Behavior
The basics of animal behavior, both instinctive and learned. Covers interactive behavior including communication, dominance, and predator-prey, with particular attention to complex interactive behaviors such as mating, parenting, and socializing. Same as U29 Bio 250 Credit 3 units.

U09 Psych 300 Introductory Psychological Statistics
Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, although knowledge of elementary algebra is essential. Credit 3 units.

U09 Psych 3015 Research Methods
This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Not open to day students. Prerequisites: U09-100, U09-300. Credit 3 units.

U09 Psych 308 Social Gerontology
This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. Prerequisite: U09 Psych 100. Credit 3 units.

U09 Psych 309 Evolutionary Psychology
This course will explore the extent to which an understanding of biological evolution is relevant to an understanding of human psychology. Fundamental evolutionary principles will be introduced and their application to psychological theory and research carefully evaluated. Individual topics include romantic relationships, family dynamics, cooperation, clinical pathology, judgment and decision-making, religious belief, and more. Prerequisite: U09-100. Credit 3 units. UColl: OLI

U09 Psych 311 History and Modern Systems of Psychology
An introduction to the history of psychology. This course begins with a brief consideration of forces leading to development of psychology in the mid-1800s. It then examines the birth of modern psychology in Germany, and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also consider the impact of psychology on American public life during the 20th century. Prerequisite: U09 100. Credit 3 units.
U09 Psych 314 Industrial and Organizational Psychology
Interactions of individuals and organizations in measures of human performance, motivation, leadership, job satisfaction, training, ability testing, and stress. Skill-building in the techniques of psychology that are applied to the solution of business and industrial problems. Prerequisites: U09-214 and 300, or permission of instructor.
Credit 3 units.

U09 Psych 315 Introduction to Social Psychology
Interaction of biological, cultural, situational, and technological factors on who we are and how we interact with others: person perception, motivation, attitudes, and communication.
Credit 3 units.

U09 Psych 3195 Abnormal Child Psychology
This course will familiarize students with current perspectives on the nature, causes, assessment, treatment, and prevention of child psychiatric disorders and related family dysfunction. Theoretical perspectives and research findings will be discussed pertaining to anxiety, depression, conduct disorder, attention-deficit/hyperactivity disorder, autism, learning impairments, and parent-child conflict.
Credit 3 units.

U09 Psych 3200 Child Health Psychology
This course examines the field of child health psychology, which focuses on the impact of health and illness on the physical and psychological development of children and adolescents. We will explore the relations among psychological and physical health and the welfare of children within a developmental perspective, considered within the contexts of families, health care systems, schools, peers, and community. Topics such as chronic illness (e.g., cystic fibrosis, sickle cell disease, organ transplant, asthma), adherence to medically prescribed regimens, and neuropsychological aspects of chronic illness will be addressed. Previous course work in Developmental Psychology (e.g., U09 230, U09 322) would be helpful but not required.
Credit 3 units.

U09 Psych 322 Developmental Psychology
In this course we will study behavior in children including developmental methodology, prenatal development, memory, cognition, attention, perception, language, sex roles, morality, emotions, aggression, and intelligence testing. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 325 Psychology of Adolescence
Psychology of the period from puberty to adulthood; the major developmental tasks such as identity formation and the influence of differential parental style upon the development of adolescents. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 3251 Juvenile Delinquency
This course explores the nature of juvenile delinquency, including its root causes and influences, as well as the various strategies currently being employed to reduce and prevent delinquent behavior. The course discusses how delinquency begins, persists, and is overcome. Delinquency will be looked at from both a sociological and developmental-psychological perspective. We will discuss the criminal justice response to delinquency and evaluate programs and models that have met with varying degrees of success, as well as those that have had the opposite effect on reducing delinquent behavior.
Credit 3 units. UColl: OLI

U09 Psych 3261 Psychology of Aging
Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity studied to understand the capacities and potential of the mature and older person.
Credit 3 units. UColl: OLI

U09 Psych 330 Perspectives on Counseling
This is an experiential course teaching skills in the counseling process. We will examine awareness and listening, attending and reflecting, questioning and summarizing, empathy, concreteness, problem definition, probing, and detailing. Role-playing and group work supplement didactic material. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 3401 Biological Psychology
An introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 353 Psychology of Personality
This course covers basic theories of personality and complex human behavior. We study related techniques, procedures, and findings of personality assessment and personality research, and examine critical issues in the evaluation of personality theories.
Credit 3 units. UColl: OLI

U09 Psych 354 Abnormal Psychology: The Major Mental Disorders
Deviant and maladjusted behavior, including neuroses and psychoses. Biological, social, and individual determinants of maladjustment; cultural perspectives on mental health and illness; diagnosis, etiology, and treatment.
Credit 3 units.

U09 Psych 358 Health Psychology
This course examines the history of health psychology and its place in general health care. We will examine relevant theory as applied to specific topics including stress, coping, weight loss, chronic illness in general (diabetes in particular), adherence to medically prescribed regimens, Type A personality and cardiac risk factors. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 359 Cognitive Psychology
Thought processing from an information processing approach. Includes pattern recognition, attention, memory, reasoning, language processes, decision making, and problem solving.
Credit 3 units. UColl: OLI
U09 Psych 365 Learning and Memory
In this course we focus on the major theories of human learning and memory. We review several behavioral-associationist theories, including classical conditioning and behavior modification. The course emphasis is on cognitive-organizational theories, human information processing, current perspectives on knowledge representation, and their implication for understanding and recall.
Credit 3 units. UColl: OLI

U09 Psych 371 Investigative Psychology
This course will expose students to a variety of methods and techniques for identifying and apprehending an unknown criminal suspect. Investigative techniques including effective information collection, detecting deception, and the development of decision support systems will be discussed. Empirically tested models such as multidimensional scaling and social network analysis will be covered with attention given to the psychological processes underlying these decision support tools. This is a fully online course. Only University College students receive credit for fully online courses.
Credit 3 units. UColl: OLI

U09 Psych 373 Psychology in the Courtroom
This course studies ways in which principles of psychology are used in the courtroom, looking at how the principles influence and are used by lawyers, judges, witnesses, defendants, and jurors. We will consider issues of persuasion and prejudice in influencing jurors’ decisions, and the role and tactics of expert witnesses and jury consultants, including the ethical guidelines under which they operate. Finally, the course will discuss the danger of violent behavior inside the courtroom, and how this behavior can be anticipated and prepared for through the development of security profiles.
Credit 3 units. UColl: OLI

U09 Psych 374 Psychology of Policing
This course will expose students to the discipline of police psychology, which is broadly defined as the application of psychological principles and methods to law enforcement. Subjects addressed will include the screening and hiring of police officers; conducting screening for special squads (e.g., SWAT); fitness-for-duty evaluations; training and consultation; and stress counseling, among others. The course examines the evolution of police psychology and early influences on the profession such as the experimental investigation of psychological testing on police attitude and performance. Influential figures in the field of police psychology are discussed, including the work of Dr. Martin Reiser of the Los Angeles Police Department, the nation’s first full-time police psychologist. This course is fully online. Only University College students receive credit for online courses.
Credit 3 units. UColl: OLI

U09 Psych 376 Introduction to Criminology
A general introduction to the study of crime from an interdisciplinary perspective. Classical and contemporary sociological theories to explain and predict criminal behavior will be studied, as well as psychological theories from the psychoanalytic, behavioral, and cognitive traditions that attempt to account for criminality and the psychosocial development of a criminal personality type. Other topics include the measurement and extent of crime, the role of age, race, gender, social class in the causation of and reaction to crime, and the criminal justice response to crime, as well as recent trends in policing, corrections, and community-based interventions. This is a fully online course. Only University College students receive credit for fully online courses.
Credit 3 units. UColl: OLI

U09 Psych 377 Introduction to Forensic Psychology
Forensic psychology is the application of scientific psychological knowledge to matters that come before the judge or jury. This course will focus on criminal cases such as homicide and sex offender commitment and on personal injury cases. Topics will include consultation with attorneys, psychological tests used and recommended by forensic psychologists, and sex offender risk assessment. Other topics will include keys to being a dangerous expert on the witness stand. Numerous actual case studies will be presented.
Credit 3 units. UColl: OLI

U09 Psych 378 Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder
This course explores the nature and psychology of the major types of crises criminal justice professionals confront on a daily basis, including domestic violence, terrorism, riots and post-disaster panic, cults, threatened suicide, and active shooters, among others. Students will explore these topics against the backdrop of actual case examples like Hurricane Katrina, the attacks of 9/11, the shooting at Columbine High School, and the Branch Davidian standoff at Waco. Major theories and typology schemes that attempt to account for these behaviors will be explored, as well as the emotional impact of crisis response on police, correctional officers, and other first responders. The course may be used as an elective in the University College psychology major, but will not apply to the distribution areas in the major. This course is fully online. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units.

U09 Psych 379 Correctional Psychology
This course will introduce students to the correctional environment, and the many psychological considerations involved in the detention, rehabilitation, and reintegration of prison inmates. We will focus heavily on the psychological impact of incarceration, as well the various treatment issues related to inmate rehabilitation. Topics include the dynamics of power and oppression, gang affiliation, inmate management and control, and the problems of sexual assault and suicide among the inmate population. We also will discuss various legal decisions affecting the correctional environment, especially in relation to mental health treatment. Recommended: Abnormal Psychology.
Credit 3 units. UColl: OLI

U09 Psych 380 Psychology and Religion
This course offers an examination of the empirical literature on the psychological study of religion. Students will explore whether psychology can offer a scientifically valid examination of religion. We will use psycho-physiology research to examine religious and mystical experiences that are induced by methods ranging from breath control to meditation to use of hallucinogenic drugs. We will then look at social psychology research to investigate the relationship between religion and a host of issues such as fundamentalism, altruism, social and emotional adjustment, physical health, and satisfaction in life. Prerequisite: Introduction
to Psychology. Note: Accelerated (ACTRAC) option: University College students have the option of taking this class for 4 units. Credit 3 units.

**U09 Psych 381 Cross-Cultural Psychology**
An overview of social, developmental, and organizational forces from a cross-cultural perspective with a focus on culture as a variable, and its relationship to attitudes and behavior. A review of historical biases in the discipline of psychology will precede the study of research methodologies best suited to cross-cultural work. Also emphasized is the manner in which social and cultural forces shape the human experience. Prerequisite: Psych 100. Credit 3 units. UColl: NW

**U09 Psych 382 Moral Psychology**
This course presents an overview of scientific approaches to moral psychology. The issues to be studied include how morality evolved, whether nonhuman animals or human infants have morality, how morality developed through the lifespan and across cultures, the roles of psychological mechanisms in morality, how morality is affected by psychological disorders, and altruism. Credit 3 units.

**U09 Psych 383 Correctional Theory & Practice**
In this course we will explore every aspect of correctional theory and practice in America. We will look at the structure of the correctional system, both jails and prisons, the demographics of the inmate population, and the experience of those working in a correctional setting, especially correctional officers. We will look at inmate psychology, and the personality changes (prisonization) that often take place in an inmate during their period of incarceration. We will look at the special problems that must be addressed by correctional systems relating to juvenile, female, mentally ill, and aged inmates. Finally, we will discuss the death penalty and the ongoing debate in America about this type of punishment. Credit 3 units. UColl: OL

**U09 Psych 389 Psychology of Consumer Behavior**
Examination of consumer preferences and purchasing decisions in relation to psychological needs, sociological and multicultural influences, economic considerations, and advertising impact. The roles of attention, perception, emotion, learning, and cognition in attitude formation, change, and ultimately in consumer choices. The marketing concepts of segmentation, product positioning, brand image, and brand loyalty are examined, as well as ethical considerations pertaining to product quality and safety, and to the advertising message. An overview of consumer research methodology, including questionnaire design, sampling and surveys, focus groups, observations, recall and recognition techniques, and physiological measures. Prerequisite: Psych 100. Credit 3 units.

**U09 Psych 400 Independent Study**
Reading or research in a special area of psychology. Approval of a specific plan of reading or research by the supervising faculty member and the departmental coordinator is required prior to registration. Prerequisites: 15 hours of psychology course work, advanced standing, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors with a minimum GPA of 3.00. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). A student may enroll in this course only once. 2-3 units. Credit variable, maximum 3 units.

**U09 Psych 404 Psychological Tests and Measurements**
This course is an introduction to psychological tests and measurements. We will cover basic principles of test construction, including reliability, validity, item analysis, and development of normative data. We will examine major types of tests (e.g., intelligence, personality, interests, and attitudes), as well as their application to career counseling, clinical diagnosis, employee selection, performance appraisal, and organizational assessment. Prerequisite: one course in statistics. Credit 3 units. UColl: OLI

**U09 Psych 406 Verbal Behavior**
This course will offer a comprehensive study of language from a behavioral perspective. Structural differences between types of verbal behavior will be examined as well as empirical literature demonstrating verbal behavior interventions for individuals with deficits in language. Critiques of the behavioral perspective will be considered in terms of their impact on conceptual advances in the analysis of verbal behavior. Prerequisite: U09-100. Credit 3 units.

**U09 Psych 409 Introduction to Behavior Analysis**
This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of applied behavior analysis. Topics to be covered include reinforcement, punishment, extinction, discrimination training, generalization, shaping, conditioned reinforcement, and schedules of reinforcement. The primary focus of the course will be on basic principles derived from laboratory research, but we will also examine applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors. Philosophical and historical antecedents of behaviorism also will be covered. Credit 3 units.

**U09 Psych 414 Current Issues in Human Resources Management**
This course looks at current challenges and problems of managing people at work to meet individual, organizational, and societal needs. Prerequisites: U09-214 and 314. Credit 3 units. UColl: OL

**U09 Psych 444 Applied Behavior Analysis I**
This course focuses on behavioral principles and procedures as related to the acquisition of new behavior and the modification of existing behavior. Topics to be covered include: reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement. Although the focus is on basic principles derived from laboratory research, applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors are discussed. Philosophical and historical antecedents of behaviorism are also explored. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc. has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination. Credit 3 units.
U09 Psych 445 Applied Behavior Analysis II: Procedures for Behavior Change
This course focuses on the complex behavioral principles and on issues surrounding their application in the analysis and modification of behavior. In addition, students learn to identify behavior and environment relations that constitute behavioral deficits or excesses. Behavioral change procedures to be explored include: functional analysis, reinforcement, shaping, chaining, discrete trials, contingency contracting, reinforcement, and maintenance of behavior change. Ethical considerations are also addressed. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc.™ has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination. Prerequisite: U09-444. Credit 3 units.

U09 Psych 446 Applied Behavior Analysis: Research Methods and Evaluation
This course focuses on research design and methodology in behavior analytic research, with a focus on single-subject experimental designs. Various behavior-assessment and behavior-intervention evaluation strategies will be examined. In addition, the course explores techniques for direct observation, and measurement of behavior, as well as methods of summarizing data, data analyses, and the ethics of research. Prerequisite: ABA I: Basic Principles of Behavior. Credit 3 units.

U09 Psych 449 Applied Behavior Analysis Practicum
This practicum provides experience in applied behavior analysis and is designed for individuals who intend to pursue certification through the Behavior Analyst Certification Board (BCBA) examination at the Associate level (Board Certified Associate Behavior Analyst: BCABA). Students will work in community-based agencies and be supervised by the community agency and the Practicum faculty. Prerequisites: Admission to the Washington University Applied Behavior Analysis Certificate Program, and ABA I: Basic Principles of Behavior and ABA II: Procedures for Behavior Change and permission of instructor. Credit 2 units.

U09 Psych 460 Behavioral Medicine
The role of behavior in the prevention and treatment of significant medical problems will be studied. The history of the field of behavioral medicine will be reviewed, with applications to medical problems and its complementary role in preventative medicine in the context of a number of medical disorders and risky behaviors, including obesity, chronic pain, cancer, and smoking. Effective stress management practices to help ameliorate common results of stress such as tension headache and high blood pressure also will be studied. Prerequisite: Psych 100. Credit 3 units.

U09 Psych 468 Applied Psychology of Learning: Training in Industry
Overview of the foundations of industrial training and the "tools of the trade." Review of learning and memory and recent findings on cognition. Study of methods and techniques used for analysis, design, development, and evaluation of training. Impact of recent advances in computing and instructional technologies. Prerequisites: U09-100 required and U09-214 or U09-314 recommended. Same as U87-468. Credit 3 units.

U09 Psych 476 I/O Psychology from a Behaviorist Perspective
The material in this course is intended to provide an initial overview of the field of organizational behavior management (OBM). OBM involves the application of principles of behavior in order to improve individual or group performance within an organizational setting such as a business or human service setting. Some of the pioneers in the field will be reviewed along with applications to different types of issues that both large and small organizations face on a daily basis. The role of OBM in the prevention of significant organizational problems, its role in building better management practices as well as service delivery issues will be presented. Credit 3 units.

U09 Psych 480 Introduction to Group Dynamics
Various aspects of group process including group decision making and problem solving, group influence processes, communication, power, and leadership. Small group behavior and its application to organizations. Prerequisites: U09 214 or 315 or permission of the instructor. Credit 3 units.

U09 Psych 488 Addiction and Treatment
This course examines the motivation and behavior patterns of the drug/alcohol user. This examination takes place in the wider context of deviance. A portion of the course is devoted to a survey and evaluation of the services and programs available to the drug/alcohol user from the point of view of the user, the user's family, and society. Topics include: the history of psychotropic substances and their purpose and use in human society to the present; the history and philosophy of counseling interventions for psychotropic substance abuse and dependence; the ethnic, environmental, and socioeconomic factors affecting which substances are used, receptivity to treatment, and attitudes toward intervention; various treatment modalities such as 12-step groups, therapy groups, and in-patient treatment for both self-referred and court ordered clients. Prerequisite: U09-100. Credit 3 units.

U09 Psych 4891 Study for Honors in Psychology
Part 2 of Honors Thesis work in Psychology for students admitted to the Honors Program. Requires signed proposal and permission from psychology coordinator and dean in University College. Credit 3 units.

U09 Psych 492 Research in Psychology
The planning, execution, and written reporting of an original empirical research work within the area of psychology. Approval of the project or experiment by a supervising faculty member and the departmental coordinator required prior to registration. Prerequisites: advanced standing, 12 hours of psychology course work including U09-300 and 301, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). Petition must include the formal written research proposal. A student may enroll in this course only once. Credit 3 units.
U09 Psych 494 Behavioral Psychology Readings Group
This weekly journal-style readings class provides the opportunity to read and discuss seminal as well as current papers on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience, and the natural lines of fracture, will be examined. Prerequisite: permission of instructor.
Same as L33 Psych 494
Credit 1 unit. A&S IQ: SSC EN: S

U09 Psych 495 Directed Readings in Psychology
Prescribed readings in a special area of psychology. Approval of a specific reading list by the supervising faculty member and the departmental coordinator is required prior to registration. Prerequisite: 12 hours of psychology course work, advanced standing, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). A student may enroll in this course only once. Credit 3 units.

Sustainability
Sustainability seeks a way for human and natural systems to work together so that all species can survive and thrive over the long-term from the local to global scales. The Bachelor of Science in Sustainability provides the broad fundamental knowledge, skills and competencies to drive sustainable outcomes that address today’s urgent environmental, economic and social challenges. This degree can be applied across a wide range of fields: from management, design and planning, to environmental services in business, nonprofit and public institutions.

Required core courses provide a foundation in sustainability principles and strategies, applications in practice, environmental science, environmental law and policy, sustainability businesses, and systems thinking, culminating in an independent capstone project. Electives are drawn from a range of courses in Arts & Sciences that reflect the breadth of sustainability applications. Faculty are educators and practitioners with deep knowledge and experience in applying sustainability. The program addresses the collaborative and integrative nature of sustainability with an emphasis on applied learning — taking the lessons from the classroom into St. Louis.

In addition to core requirements, students complete their degree with 18 additional units. Students may choose from three concentrations or select electives tailored to their interests. The concentrations include:

- **Sustainable Environment and Science**: a focus on the environmental aspects of sustainability
- **Sustainable Management and Organizations**: a focus on understanding and applying sustainability in corporate and institutional management

Degree Requirements
Bachelor of Science in Sustainability

**Required Core Courses**: 18 units

All University College undergraduate students must satisfy the same general-education requirements (p. 74). Requirements specific to the BS in Sustainability include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 205</td>
<td>Foundations and Practice of Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SUST 328</td>
<td>Environmental Law: Applications Toward Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>Bus 364</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>SUST 368</td>
<td>Sustainability as Transformative Agent in Business and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Bio 413</td>
<td>Environmental Science: Regional and Global Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>SUST 450</td>
<td>Sustainability Capstone</td>
<td>3</td>
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</tbody>
</table>

Total Units: 18

**Sustainable Environment and Science Concentration**

**Required Courses**: 18 units

A concentration in sustainable environment and science is a good foundation for careers in environmental fields such as environmental manager, landscape manager, waste manager, or for those interested in pursuing an advanced degree in a related field of interest.

Students will select among electives based on approved available course offerings in consultation with their adviser. Examples of those include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>GIS 200</td>
<td>Introduction to GIS</td>
<td>3</td>
</tr>
<tr>
<td>or GIS 303</td>
<td>Digital Cartography</td>
<td>3</td>
</tr>
<tr>
<td>PolSci 3312</td>
<td>Environmental and Energy Issues</td>
<td>3</td>
</tr>
<tr>
<td>Anthro 3795</td>
<td>Anthropology and Climate Change: Past, Present, and Future</td>
<td>3</td>
</tr>
<tr>
<td>Bio 419</td>
<td>Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>
Bio 4631 Urban Agriculture and Sustainable Food Systems

**Sustainable Management and Organizations Concentration**

**Required Courses:** 18 units

A concentration in sustainable management and organizations is a good foundation for careers in the business or institutional applications of sustainability such as sustainable project manager, facilities manager, materials manager or for those interested in pursuing an advanced degree in a related field of interest.

Students will select among electives based on approved available course offerings in consultation with their adviser. Examples of those include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Bus 224</td>
<td>Introduction to Project Management</td>
<td>3</td>
</tr>
<tr>
<td>Bus 290</td>
<td>Design Thinking: Human-Centered Approaches to Making the World</td>
<td>3</td>
</tr>
<tr>
<td>Bus 303</td>
<td>Introduction to Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>Bus 339</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Econ 355</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Urban Sustainability Concentration**

**Required Courses:** 18 units

A concentration in urban sustainability is a good foundation for careers in urban-scale public policy and programs such as community manager, planning consultant, nonprofit manager or for those interested in pursuing an advanced degree in a related field of interest.

Students will select among electives based on approved available course offerings in consultation with their adviser. Examples of those include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>GIS 200</td>
<td>Introduction to GIS</td>
<td>3</td>
</tr>
<tr>
<td>or GIS 303</td>
<td>Digital Cartography</td>
<td></td>
</tr>
<tr>
<td>SUST 317</td>
<td>Urban Ecology: Principles and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SUST 319</td>
<td>Planning Sustainable Communities</td>
<td>3</td>
</tr>
<tr>
<td>SUST 325</td>
<td>Introduction to Resilience</td>
<td>3</td>
</tr>
<tr>
<td>SUST 329</td>
<td>The Metropolis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree in Sustainability (No Concentration)**

**Required Courses:** 18 units

Students will select among Sustainability electives, including all courses offered in the concentrations.

**Additional Information**

Undergraduate and graduate degree and certificate programs offered through University College are not offered by the Olin Business School at Washington University and do not come under the accreditation responsibility of the Association to Advance Collegiate Schools of Business (AACSB). No more than 25 percent of course work applied to a Bachelor of Science in University College may be in business disciplines.

**Courses**


**U19 SUST 106 Introduction to Political Theory**

This course offers an undergraduate-level introduction to the field of political theory. We will focus on three major themes — social justice, power and freedom, and democracy — reading some canonical texts, such as Bentham’s *Introduction to the Principles of Morals and Legislation* and Marx’s *Capital*, but emphasizing contemporary works, such as those of John Rawls, Michael Walzer, Michel Foucault, and Robert Dahl.

Credit 3 units. BU: BA

**U19 SUST 107 Environmental Geology and Energy**

Environmental impact of current energy sources and potential for alternative energy sources. Energy production effects on global climate change. Interplay of natural and human-induced climate change. Fossil fuel sources and uses. Nuclear power generation and problems with nuclear waste disposal. Examination of proposed disposal sites. Alternative energy sources, including solar, wind, geothermal, and hydrogen, compared to fossil fuel and nuclear power use. Intended for non-science majors.

Prerequisites: none.

Same as U13 EPSc 107

Credit 3 units.

**U19 SUST 121 Introduction to Global Climate Change**

Global climate and global climate change and their impacts on life and civilization. Integrated view of global climate and the diverse forces that can alter global climate. Historical and potential future consequences of global climate change on human life, our industrial civilization, and its sustainability.

Same as U13 EPSc 121

Credit 3 units. UColl: OLH

**U19 SUST 146 Introduction to Energy, Environmental and Chemical Engineering**

Key technical issues that face our society and some of the emerging technologies that hold promise for the future are examined and discussed. Relationship to chemical engineering principles is emphasized.

Credit 3 units.
U19 SUST 200 Introduction to GIS
This course introduces students to the fundamental principles and applications of geographic information systems (GIS), their underlying geospatial science and spatial thinking. This problem-based course explores applications of GIS to spatial questions in the areas of social science, business, the humanities and earth sciences. Example topics include understanding spatial data types; map coordinate systems and projections; basic spatial data analysis; acquiring, editing, creating and managing geospatial data; and processing and visualizing data using GIS. This hands-on course works through problems using (mainly) ESRI ArcGIS software (including ArcMap and ArcCatalog), but other open source tools will also be introduced. Students who complete this course should be able to apply skills to think through a spatial problem and employ GIS tools to address it. Same as U90 GIS 200
Credit 3 units.

U19 SUST 205 Foundations and Practice of Sustainability
This interdisciplinary course serves as an introduction to sustainability concepts, sustainability practice, and systems thinking. Students in this course will develop and articulate a common understanding of foundational sustainability concepts, including definitions, global challenges, human impacts, and approaches to sustainability solutions. Students will also start to understand and develop the competencies (knowledge, skills, attitudes) needed for success as a sustainability advocate or practitioner in professional settings, including systems thinking, strategic planning, group collaboration, and communicating the case for sustainability to various and specific audiences. Credit 3 units.

U19 SUST 209 Introduction to Environmental Studies
This course examines the physical, chemical, and biological components of the environment. We will focus on the ecological principles that are the basis of environmental science. We will then explore how environmental studies incorporate concepts from politics, social sciences, economics, ethics, and philosophy. A central theme of the course is the effect of human societies on the environment, and how individual human and societal behavior can be modified to minimize the deleterious effects on the environment. This course is fully online. Only University College students receive credit for online courses.
Same as U29 Bio 209
Credit 3 units. UColl: OLI

U19 SUST 2352 Introduction to Environmental Ethics
A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students will also learn some ethical and political theory.
Same as L30 Phil 235F
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

U19 SUST 299 The Study of Cities and Metropolitan America
This course serves as the introductory course analyzing the forces shaping America's cities and surrounding metropolitan areas. It examines, as well, strategies for dealing with many of the profound social issues affecting urban/metropolitan America. Emanating from an historical perspective, it examines the ways in which industrialization and deindustrialization shaped Northern American cities and the consequences of deindustrialization on urban citizenry. It further surveys the demographic and spatial transformation of American cities examining the consequences of urban transformation on federal, state and local politics, on society and on her institutions. Similarly, the course focuses on the origin and societal changes and emerging goals of urban development, gentrification and evolving patterns of metropolitanism and the necessity for central city as well as neighborhood reconstruction. The dynamics of racial residential segregation, crime and punishment, issues of academic achievement and under-achievement, the social cleavages of urban marginalized communities, family structure, urban homelessness, urban sprawl, and health care, among others, are viewed from the perspective of social justice by exploring social, political, economic, racial, and ethnic factors that impact on access, equity and care. Various theoretical perspectives and philosophies are introduced that have dominated the discourse on race and urban poverty. A field-based component complements the course work, and is designed to build interest, awareness and skills in preparation for outreach to urban communities. Prerequisite: sophomore standing.
Credit 3 units. BU: BA

U19 SUST 303 Digital Cartography
In today's world, it is imperative that students develop the necessary skills to communicate their ideas to a large audience in an efficient manner. Graphics and visual representations are one of the most effective ways to neatly convey complex data sets to readers. This course presents both theoretical and hands-on mapping and graphical problems to students. Students will learn to solve these problems with self-created solutions. The course teaches students the basics of GIS-based mapping for producing publishable work. Students will develop basic skills in computer-aided mapping and computer drafting primarily using ARCGIS, Adobe Illustrator, Adobe Photoshop, and Microsoft PowerPoint. Students will also be introduced to other mapping or statistical programs as needed.
Same as U90 GIS 303
Credit 3 units.

U19 SUST 315 Introduction to Historic Preservation
This course explores the history and practice of historic preservation with an emphasis on regional urban issues and the way in which historic preservation contributes toward the development of sustainable communities. Students are exposed to a diverse range of preservation topics that will enable them to apply sound historic preservation principles in professional practice. Course topics include: evaluation and recording of historic properties and districts; Secretary of the Interior's standards in the process of planning or designing a project; historic preservation in community planning; application process for state and federal tax credit programs; consolidation of historic building materials; historic preservation vs. modern building codes and user requirements. We examine case studies of completed projects or projects in progress.
Credit 3 units.

U19 SUST 317 Urban Ecology: Principles and Practice
More than half of the world's population now lives in an urban environment. Studies have shown that connecting to nature can benefit people, and savvy municipalities are attuned to the positive role that ecology can play in the urban core. How can people and nature co-exist in ways that are mutually beneficial? In this intensive course, students will examine multiple techniques and applications of urban ecology. Class
time will be used to review and discuss urban ecology principles from the readings and visuals. Local excursions — such as to Forest Park, Citygarden and Cortex — will present opportunities to personally experience urban ecology practices. Students will be expected to make their own field trip arrangements, but assistance will be provided with public transportation options. As their final course project, students will develop an urban ecology project proposal and design. The course is designed as an urban ecology overview and foundation — (1) What urban ecology is: underpinning and forerunners in the field, (2) Why urban ecology is important: potential benefits (social, economic, environmental), (3) How urban ecology is being applied: implementation techniques and approaches.

Credit 3 units.

U19 SUST 318 The Business of Sustainability
From manufacturing to education, agriculture to retail, sustainability has become a key element of current business practices. Using sustainability's triple-bottom line focus on social, environmental and financial impacts, businesses are addressing common challenges related to the costs, metrics, organizational values and practices. Key business concepts in the course include the economics of organizations, sector analysis, stages of business growth, operations and the dynamics of mission driven organizations. Five business sectors — food-based businesses, sustainable production, environmental services, energy businesses and sustainable community development — will be used to provide examples of the challenges and opportunities of applying principles of sustainability to current or new businesses. This course will be especially useful for students considering careers in sustainability.

Credit 3 units.

U19 SUST 319 Planning Sustainable Communities
While the media bombards us with talk of sustainability and things "green," just what does it mean to be sustainable and how is it obtained? This course will discuss what sustainability means, the dimensions of sustainability, and various approaches for achieving sustainability. Its primary goal is to introduce students to the process of producing a sustainability strategic plan for a neighborhood, city, or region. Students will learn how to prepare a baseline sustainability analysis, generate community sustainability goals, formulate sustainability implementation tactics, and devise assessment measures. The course will examine best practices in planning for sustainability from around the country and around the world, but will use St. Louis as a case study in studying current techniques and theories in planning for sustainability.

Credit 3 units.

U19 SUST 325 Introduction to Resilience
Resilience signifies the capacity to adapt to changing conditions and to maintain or regain functionality and vitality in the face of disturbances whether natural (such as tornadoes, hurricanes, earthquakes) or man-made (such as civil unrest, economic downturn, aging infrastructure). This course will explore multiple aspects of resilience from social, environmental and infrastructure perspectives. Social resilience reinforces the role of communities in building resilience, environmental resilience examines the role of natural systems to serve as mentors for resilience, and infrastructure resilience looks at the role of built structures and systems in fostering resilience. We will examine common attributes that build resilience across different perspectives (social, environmental, infrastructure) and settings (e.g., city, neighborhood, building). Resilience and related course themes apply to a wide range of disciplines and experiences — environmental studies, history, urban planning, business, political science, design, to name a few — and students will be guided to apply course skills and strategies to their own interests and goals.

Credit 3 units.

U19 SUST 328 Environmental Law: Applications Toward Sustainability
This course provides an overview of significant environmental legal and policy issues. It will be taught from a sustainability practitioner’s perspective, linking environmental law to sustainability applications. The content touches on both environmental hazards and natural resource issues, and they will be discussed within the scope of both a legal and sustainability framework. The goal of the course is to provide the students with a general understanding of numerous environmental issues — such as they might encounter in the field of sustainability — and to help them develop the knowledge and tools that will be useful in addressing those environmental issues.

Credit 3 units. UColl: OLI

U19 SUST 329 The Metropolis
While some humans have lived in cities for six thousand years, the world has experienced a metropolitan revolution over the last two centuries. Close to one half of the world's population now lives in a city, suburb, or exurb. Today's metropolises are not only larger than ever before, they are much more complex. This course examines key seminal works that analyze the past, present, and future of this evolution. It discusses key theorists who have explored the history of the urban form; the nature of socioeconomic and political metropolitan structures; the transformation of the built environment of the city; contemporary urban policy; and the future of the metropolis on a global scale.

Credit 3 units.

U19 SUST 3312 Environmental and Energy Issues
This course considers the major issues in these increasingly important areas of public policy. We discuss the importance of political processes and actors on such phenomena as global warming, endangered species, and public lands. This course emphasizes the American experience but also considers international implications.

Same as U25 PolSci 3312
Credit 3 units. UColl: PSA

U19 SUST 332 Conservation Biology and Biodiversity
This overview of the fields of conservation biology and biodiversity covers topics such as species preservation, habitat restoration, refuge design and management, and human population growth. Does not count for day, undergraduate biology majors. This is a fully online course. Only University College students receive credit for fully online courses.

Same as U29 Bio 432
Credit 3 units. UColl: OLI

U19 SUST 3322 Sustainability Policy
Same as U25 PolSci 3322
Credit 3 units.
U19 SUST 343 Managing LEED Certification
This course provides in-depth instruction on how to effectively manage the documentation process and project team from Charrette to certification. Emphasis will be placed on integration of design, establishing environmental goals, LEED registration/certification process, and construction phase implementation.
Credit 3 units.

U19 SUST 344 Global Development and Sustainability
This course examines those activities, public and private, designed to bring a greater quality of life to an area, region or country and the people living there. While broad in scope, the discipline of Development can be focused in four ways. The first and broadest is economic development and in particular foreign aid, economic interventions, and the rise of the multinationals. The second focus looks at the cultural dimensions of development and in particular globalization, indigenous cultures, and the development of the new localism. The third explores the political dimensions of development with a particular attention to the systems and models of local, national and regional politics. The fourth analyzes the technological dimension of development with special emphasis on agricultural and communications technologies. By looking at how the field of global development has shifted toward sustainability, we will study principles and practices of sustainable development, particularly in the context of global challenges, exploring these economic, cultural, political, and technological dimensions. We will apply models and methods to contemporary cases in first, third, and second world cultures that involve business, government, nonprofit organizations, and NGOs.
Credit 3 units.

U19 SUST 345 The Art and Science of Living Sustainably
This is a course on responsible decision making for sustainable living, at home, at work, in our communities, and worldwide. We will examine social, economic and operational principles and applications in relation to environmental, economic, social, and organizational questions associated with systems thinking and sustainable development.
Our study considers a range of cultural, literary, religious, ethical, scientific, and anthropological perspectives. We read essays by Henry David Thoreau, John Muir, John Burroughs, Rachel Carson, Paul Ehrlich, and Barry Commoner, along with other influential works on conservation and sustainability such as Changes in the Land: Indians, Colonists, and the Ecology of New England, This Sacred Earth: Religion, Nature, Environment; Reweaving the World: The Emergence of Ecofeminism; and Materials Matter: Towards a Sustainable Materials Policy. We review case studies of sustainability programs in communities, business, government, and international development that illustrate successful integration of social responsibilities with operational and technical strategies for sustainable growth. This class utilizes carbon footprint calculators, sustainability assessments, practical solutions and tools, personal Best Practices for Sustainable Living, and a fact-finding field trip. No previous study in this topic required.
Credit 3 units.

U19 SUST 346 Global Health Issues
Same as U29 Bio 463
Credit 3 units. UColl: OLI

U19 SUST 355 Environmental Economics
Environmental economics is a subfield of economics concerned with environmental issues, both theoretical as well as applied and public-policy oriented. Central to environmental economics is the concept of market failure, particularly the existence of externalities. Correcting for externalities and crafting acceptable public policy responses will be a central focus of this course. Topics explored will include: consumer theory and valuation; pollution and production theory; environmental protection and welfare; the Coase Theorem; resource management; and economic growth and environmental sustainability. Prerequisite: Econ 1011.
Same as U07 Econ 355
Credit 3 units. UColl: OLH, OLI

U19 SUST 358 Systems Thinking and Decision Analysis
Many of the global challenges we face demand complex thinking, multiple perspectives, critical analysis, and sophisticated models that develop skills and tools for difficult choices. Using current research and best practices in the fields of systems thinking and decision analysis, students in this course will acquire resources, strategies, and tools for making complex organizational and personal decisions.
Same as U44 Bus 358
Credit 3 units. UColl: OLH, OLI

U19 SUST 362 Practical Applications of Sustainable Design I
Translation of theoretical knowledge into practical, deployable, and tangible methods. Research of materials, systems, and construction methods, employed in the design and construction of environmentally responsible environments. Conserving resources and maximizing comfort through design adaptations to site-specific and regional climate conditions. Describe how the building responds to local climate, sun path, prevailing breezes, and seasonal and daily cycles through passive design strategies. Design strategies for daylighting, task lighting, ventilation, indoor air quality, views, and personal control systems. Integration of natural systems and appropriate technology.
Credit 3 units.

U19 SUST 363 Practical Applications of Sustainable Design II
Credit 3 units.

U19 SUST 364 Global Sustainability
Global Sustainability explores our relationship with planet earth. Taking an ecological systems perspective, this course provides students with the knowledge and understanding of the scientific, cultural, social, political, economic, and technological conditions that affect the quality of life on our planet. Due to the cross-disciplinary nature of these conditions and issues, the course will touch on many different subject areas, including ecology, conservation biology, economics, and political science. The overarching theme of environmental sustainability will be interwoven throughout the course. Topics covered include an overview of the global commons, ecosystem integrity and health, the human footprint, biodiversity and human health, the pollution and degradation of the global commons, ecological economics, the international system and environmental politics, resource management, and sustainable development.
Same as U29 Bio 364
Credit 3 units.
U19 SUST 361 Strategic Planning
If you are a new business owner, experienced manager, executive, entrepreneur or nonprofit director wanting to utilize the newest, easy to use and implement, most practical approaches to strategic planning within your organization, these are the tools to begin your journey. Leading-edge strategic planning tools and templates can help your successfully focus your new or existing business or nonprofit on tackling the tough issues of today and the future. The course will emphasize how to create, implement and manage successful change within your organization. Using case studies, industry leaders, text and discussion, we will examine and use fundamental principles and tools that relate to successful strategic planning and decision making. Students will develop written and oral presentation skills in the context of strategic planning; understand how to motivate the organization and, as a capstone project, design and receive feedback on a draft strategic plan for their business, function or board. Same as U44 Bus 364
Credit 3 units.

U19 SUST 366 Historic Preservation, Planning, and Sustainability
This course applies principles of historic preservation to a study of the City of St. Louis (Introduction to Historic Preservation, U19 SUST 315, is recommended). We will look at the physical development of St. Louis, from its origin to the present, analyze St. Louis as a sustainable community, and explore what it might look like in the future. Emphasis will be placed on the urban landscape and the built environment, both existing and lost, that tells us what St. Louis is and where it might be going. We will study how early development determined what St. Louis looks like today, how comprehensive planning has created both success and failure, how federal policies have created lasting gains and regrettable losses, and how historic preservation is the ultimate sustainable activity that connects our past with the future.
Credit 3 units.

U19 SUST 367 Corporate Social Responsibility & Sustainability
Corporate Social Responsibility (CSR) is an increasingly important dimension of corporate structure and governance as companies struggle to do well and to do good. Examples in recent years include Nike, BP, Walmart and Coca-Cola; all who have faced criticism for gaps in their CSR approach prompting significant company changes. Organizations use CSR to govern resources use, vendor relationships, human resource practices, philanthropic practices, sustainability standards, and environmental impact. This course traces the historical development of CSR to show how organizations form policies and practices in the areas of human rights, labor standards, the environment, health and wellness, anti-corruption, and economic responsibility. In particular, we study the central role of sustainability in CSR, looking at sustainability scoreboards, employee engagement, organizational structures, and resource tracking.
Same as U44 Bus 367
Credit 3 units.

U19 SUST 368 Sustainability as Transformative Agent in Business and Public Policy
This course examines how sustainability drives and is driven by public policy and business. Participants will acquire skills and techniques to apply sustainability in the marketplace, concentrating on public and business organizations. We will explore how profit drives sustainability as a business practice and whether it assists or interferes with public policy objectives around environment, public health, jobs, social mobility, and economic development. As a culminating project, students will develop a sustainability proposal either for government or the private sector.
Credit 3 units.

U19 SUST 375 Contemporary Organization Development: Creativity, Innovation, Sustainability
This course examines contemporary theories and principles of organization development (OD) with an emphasis on creativity, innovation, and sustainability as measures of organizational success. The course is divided into three core sections: methods for creating organizations and new initiatives; competencies and systems for organization development and renewal; and conceptual and practical aspects of organizational sustainability. We also study examples of successful, creative organizations in public and private sectors including business, nonprofit, information technology, health care, and communications. Students will draw on their own work experience as they study and apply course content from multiple disciplines including critical theory, creativity studies, organizational studies, and communications theory.
Same as U44 Bus 375
Credit 3 units.

U19 SUST 3777 Accounting and Finance for Sustainable Operations
This course will provide students a comprehensive overview of management, accounting & finance as they relate to sustainable business operations. This course will explore the core concepts, strategies and practices of sustainable business while providing real-world examples of these principles to individual cases as well as students’ own current organizational settings. The concepts of this course will be taught through the required reading, lectures and guest speakers. Students will be required to put sustainable business accounting & finance concepts into practice by completing a sustainable accounting or finance business audit of an existing business or developing a sustainable business plan, taking into account the triple bottom line principles.
Same as U44 Bus 3777
Credit 3 units.

U19 SUST 3795 Anthropology and Climate Change: Past, Present and Future
This course provides an overview for interplay between humanity and global climate change that encompasses three-field anthropological subjects. Course material includes the role of climate change in shaping human evolution, human solutions to climatic challenges through time, the impact of human activities on the climate, and modern sociocultural examinations of how climate change is affecting the lives of people around the world.
Same as U69 Anthro 3795
Credit 3 units. UColl: OLI

U19 SUST 381 Evolutionary Medicine
Evolutionary Medicine examines how human evolution relates to a broad range of contemporary health problems including infectious, chronic, nutritional, and mental diseases and disorders. The primary goal of the course is to compare modern
human environments and behaviors with the conditions under which humans evolved to determine the extent to which medical conditions of the present may be a consequence of adaptation to different conditions of the past. Hybrid online.

Same as U29 Bio 481
Credit 3 units.

U19 SUST 413 Environmental Science: Regional and Global Perspectives
This course examines the interrelationships between humans and their environment, moving from local and regional views up to a global perspective. Taking an ecosystem approach, the course starts with basic ecological principles necessary for understanding our environment. We will then explore how environmental science incorporates concepts from politics, social sciences, economics, ethics, and philosophy; physical and biological resources; conservation, management, sustainability, and restoration; population principles; environmental economics; human impacts (especially pollution and disturbance); environmental health & toxicology; and environmental policy. Lectures and discussions will focus on the major issues involved in environmental challenges, drawing on current, carefully selected articles from some of the most respected magazines, newspapers, and journals published today. Prerequisites: an introductory major's-level course; or permission of instructor.

Same as U29 Bio 413
Credit 3 units.

U19 SUST 4140 Sustainable Development and Conservation: Madagascar
This course focuses on sustainable development in rural subsistence economies, using Madagascar as case study. Students from diverse disciplines are challenged to develop and assess the feasibility of projects that can have a positive impact on communities constrained by poverty traps. The span of projects includes topics such as forest conservation and use, nutrition, health, food security, clean water, education, and bottom-up economic growth. Students in humanities, social sciences, business, design, engineering, physical sciences, law, social work, economics, political science, public health and others use their different perspectives to search for answers. Teamwork and peer teaching are central to the course. Competitively evaluated projects will be field-tested in Madagascar. Selected teams will travel to Madagascar in May and work with the Missouri Botanical Garden Community Conservation Program to adapt projects to conflicting environmental, cultural, economic, and political factors. Poster board sessions for students taking the trip occur in the fall term. Project teams selected to go to Madagascar will be assessed a lab fee at the time their participation in the trip is confirmed. The lab fee covers the cost of airfare, in-country transportation, and approximately three weeks of in-country lodging and food. Undergraduate students should register for the course using one of the undergraduate cross-listed course numbers.

Same as U85 IA 5142
Credit 3 units.

U19 SUST 419 Ecology
A survey of ecological principles underlying the spatial and temporal distribution of populations and biological communities. The focus of this course is on the major concepts of ecological theory. Each concept is illustrated using case studies from the ecological literature. Students are also introduced to the primary literature of ecology and are expected to lead class discussions evaluating this literature. Topics include natural history, temperature and water relations, population ecology, population and species interactions, communities and ecosystems, and large-scale ecology.

Same as U29 Bio 419
Credit 3 units.

U19 SUST 420 History of American Architecture
This course examines the ideological, political, economic and social determinants that have shaped the look of American architecture. Throughout readings that will include a survey text in addition to topical works covering the social history of housing, the vernacular architecture of Las Vegas and the rise (and fall, and rise) of Frank Lloyd Wright, students will learn the definitive characteristics of American architecture. A central point of study will be examining contradictory tendencies in the American practice of architecture: the embrace of exceptionalism through modern forms and styles representing a new national identity, occurring alongside the emulation of classical and European precedents to legitimate a new nation's buildings. The readings will illuminate how the characteristics of American architecture reveal the social, economic and political structures of its production. Ultimately, students will be able to read an American building to discern evidence of national identity, individual political agency, the evolution of gender roles, the assertion of disciplinary and economic power, and the evolution of the American artistic sensibility. This course will count toward major in American Culture Studies for day students. This course fulfills the Humanities distribution requirement for the AMCS MA program. It also counts toward the MD and some concentration area requirements for the AMCS major and minor.

Same as U89 AMCS 420
Credit 3 units. UColl: ACF, ACH

U19 SUST 450 Sustainability Capstone
This is the required capstone/practicum course for the Bachelor of Science in Sustainability, Certificate in Sustainable Environment and Science, Certificate in Sustainable Management and Organizations, and Certificate in Sustainable Communities and Development. This is a 3-unit experiential course, faculty supervised and tailored to each student's professional goals, that applies concepts and skills from earlier courses to a hands-on sustainability project in a work or studio setting.

Credit 3 units.

U19 SUST 481 Advanced GIS
This course is designed to move beyond tools and skills learned in Applications in GIS (EnSt 380/580). Classes will feature hands-on exercises selected to help students master advanced GIS analysis tools and techniques, while providing experience in the planning and execution of real-world projects. Primary emphasis will be on applying fundamental GIS concepts, performing spatial analysis, developing proficiency with core ArcGIS software (e.g., Network Analyst extension), resolution of problems, and efficient delivery of results. Readings from books and scientific literature will introduce key concepts and provide real-world examples that will be reinforced in the hands-on exercises, assignments, and projects. As the semester develops, students will gain a variety of new tools and techniques that will allow them to complete a final independent project that integrates the material learned during the course.

Same as L92 EnSt 481
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

U19 SUST 492 Decoding the City
While architecture and infrastructure are worthy of study in themselves, often they signify more complex cultural meanings, mask efforts to erase or reorder the city, and conceal histories of injustice. This course presents methods for “reading” the built form of the American city to decode histories of architecture, culture, public policy and economics. City space can be read literally, but this course will unpack the symbolic meanings of urban spaces, neighborhoods, buildings and sites. Students will undertake readings that will present methods for understanding and analyzing the city’s form, before delving into a specific case study of the Mill Creek Valley. As St. Louis’ largest African-American neighborhood, but almost completely erased between 1959 and 1965 using city and federal funds, the site of the neighborhood remains a potent and under-examined part of St. Louis. The course will examine the history of the neighborhood as well as related histories of federal and local urban renewal policies, African-American cultural history and historic preservation. Research into the neighborhood will include experiences at local archives where students will learn to attain and apply primary source documents vital to urban history including Census records, building permits, municipal ordinances and insurance maps. Additional readings will offer insights into possible methods for interpreting and commemorating places that illuminate the urban built environment’s historic past. The final project in this course will entail students collaboratively working on a public interpretive project for Mill Creek Valley where they can apply both methods of decoding and curating the city. This course satisfies the Humanities and Social Science requirement for the master’s program in American Culture Studies.
Same as U89 AMCS 492
Credit 3 units. UColl: ACH, ACS, HSM, HUS

Certificate Programs
University College awards undergraduate and graduate certificates in many specialized areas of professional and personal development. All certificate programs are credit-bearing and vary in length and requirements. For those that include 18 or fewer units of credit, all course work must be completed at University College. For those with 30 units of credit, at least half the course work — including the last 15 units — must be completed at University College. Applicants to graduate certificate programs should have a baccalaureate degree from an accredited institution and a minimum overall grade point average of 3.0.

Students may pursue an undergraduate certificate on a stand-alone basis or as part of a bachelor’s degree. Courses taken toward an undergraduate certificate program may be applied to a University College Bachelor of Science degree. If a student is pursuing a bachelor’s degree and a certificate, the student must complete a minimum of 9 units beyond the requirements for the major or minor. The exception to this restriction on certificates applies to sequential programs of the same name, in which case all certificate courses may apply to the next-level program.

All units from graduate certificate programs may count toward the unit requirements for a master’s degree with the same program title. Students completing both a Certificate in Post-Baccalaureate Pre-Medical Study and a master’s degree in Biology must complete a minimum of 6 units beyond the requirements for the master’s degree.

Please visit the University College website (http://ucollege.wustl.edu) or call 314-935-6700 for more detailed information, requirements, and policies concerning specific certificate programs.

Undergraduate Certificates

- Applied Mathematics (p. 155)
- Business (p. 156)
- Clinical Research Management (p. 156)
- Creative Writing (p. 156)
- Forensic Psychology (p. 161)
- Geographic Information Systems* (p. 161)
- Marketing (p. 163)
- Somatic Studies (p. 164)
- Strategic Communication (p. 165)
- Sustainability (p. 165)

* denotes a certificate that is eligible for financial aid

Phone: 314-935-6700
Website: http://ucollege.wustl.edu

Applied Mathematics

The Applied Mathematics Certificate is designed to offer students who have completed the calculus sequence* and have some programming experience** the opportunity to develop skills in applying mathematics.

* The calculus sequence (Calculus I-IV) is a prerequisite for most, but not all, of the upper-level mathematics courses. Check individual course descriptions (p. 134) to confirm prerequisites.

** An introductory programming course such as Math 133 Programming with Python is sufficient preparation.

Contact: Lisa Kuehne
Phone: 314-935-4226
Email: lmkuehne@wustl.edu
Website: https://ucollege.wustl.edu/programs/certificates/applied-math

Requirements

Certificate in Applied Mathematics

The undergraduate Applied Mathematics Certificate is earned by completing five upper-level (300-400) mathematics courses (15 credit units total), of which at least one must be Math 301
Differential Equations or Math 3091 Matrix Algebra. Both courses may be completed to fulfill the certificate requirements.

**Required Courses**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<td>Math 301</td>
<td>Differential Equations</td>
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<tr>
<td>or Math 3091</td>
<td>Matrix Algebra</td>
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**Sample Elective Courses**

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<th>Units</th>
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<td>Differential Equations</td>
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<td>Math 305</td>
<td>Probability and Statistics</td>
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<td>Math 3091</td>
<td>Matrix Algebra</td>
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<td>Math 3101</td>
<td>Foundations for Higher Mathematics</td>
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**Statistics Electives**

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<td>3</td>
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<td>Math 420</td>
<td>Experimental Design</td>
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<td>Math 475</td>
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<td>Math 493</td>
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<td>Mathematical Statistics</td>
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</table>

**Business**

The Certificate in Business (15 units) provides information, skills, and resources to function effectively in a business setting. The course work addresses core competencies including accounting, marketing, and management, as well as in-demand skills such as budgeting, business analysis, business process, and procurement.

The Certificate in Business is a strong complement to any undergraduate degree program in University College, emphasizing the applied value of a liberal arts education. The Certificate in Business may also be pursued on a stand-alone basis for individuals seeking professional development.

**Contact:** Cindy Wessel  
**Phone:** 314-935-6700  
**Email:** cwessel@wustl.edu  
**Website:** [http://ucollege.wustl.edu/programs/certificates/business](http://ucollege.wustl.edu/programs/certificates/business)

**Requirements**

**Certificate in Business**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Bus 263</td>
<td>Financial and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 270</td>
<td>Marketing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>U44 Bus 326</td>
<td>Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>Bus 339</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Clinical Research Management**

The Certificate in Clinical Research Management is designed primarily for individuals with clinical research responsibilities who want the formal course work to complement their skills and experience in the field.

The 21-unit certificate program targets key processes for managing research protocols that develop and use drugs, devices, and treatments for patient care. The program focuses on the scientific methods of clinical research, good clinical practice, research ethics, and the regulatory guidelines that protect human subjects — all integral components of clinical trial management in academic research or pharmaceutical industry settings.

**Contact:** Cindy Wessel  
**Phone:** 314-935-6700  
**Website:** [http://ucollege.wustl.edu/programs/certificates/clinical-research-management](http://ucollege.wustl.edu/programs/certificates/clinical-research-management)

**Requirements**

**Certificate in Clinical Research Management**

**Requirements:** 21 units

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CRM 250</td>
<td>Fundamentals of Clinical Research Management I</td>
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<tr>
<td>CRM 251</td>
<td>Fundamentals of Clinical Research Management II</td>
<td>3</td>
</tr>
<tr>
<td>CRM 318</td>
<td>Introduction to Data &amp; Information Management in Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CRM 325</td>
<td>Research Ethics and Regulatory Affairs</td>
<td>3</td>
</tr>
<tr>
<td>CRM 330</td>
<td>The Business of Clinical Research</td>
<td>3</td>
</tr>
<tr>
<td>CRM 350</td>
<td>Practicum/Capstone</td>
<td>3</td>
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<tr>
<td>CRM 353</td>
<td>Pharmacology for Clinical Research</td>
<td>3</td>
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</tbody>
</table>

**Total Units:** 21

**Creative Writing**

University College offers a 16-unit Certificate in Creative Writing for those who want to explore in-depth and achieve significant mastery in the art of writing poetry, fiction, or creative nonfiction.

Instructors are experienced professional writers, most of whom are associated with the Washington University Graduate Writing Program and the Department of English. All of the craft courses
are taught on the workshop model with open discussion and detailed, constructive criticism of each student’s writing.

Phone: 314-935-5190
Email: english@wustl.edu
Website: https://ucollege.wustl.edu/programs/certificates/creative-writing

Requirements
Certificate in Creative Writing

Students may specialize in any one of the three genres: poetry, fiction, or creative nonfiction. Each student will take five 3-credit, advanced-level (300 or higher) courses, including three courses devoted to mastering the craft of writing in the chosen specialty genre, one course primarily in reading and analysis of the literature in that genre, and one course in a second genre.

The student’s final course in the program will be taken for 4 credits, rather than the usual 3, and will include a 1-credit meta-commentary assignment. This assignment requires students to step back from the particular course and describe (in 1500 words) what they have learned about the differences between and similarities among the genres investigated and how these have affected their choice of genre. Students should look at the strategies they have chosen in their writing and explain why they chose them for a particular purpose. The purpose of this assignment is for students to show the skills that they have learned in the course of the certificate as they think about the genres they have examined, and how these skills govern their approach to creative writing.

Students with little previous experience in creative writing are encouraged to begin with a 200-level writing course or workshop as a foundation for the more advanced courses that will count toward the certificate.

Sample Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EComp 316</td>
<td>Poetry Writing</td>
<td>3</td>
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<tr>
<td>EComp 317</td>
<td>Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>EComp 318</td>
<td>Fiction Seminar (Prerequisite: EComp 317 or one published work)</td>
<td>3</td>
</tr>
<tr>
<td>EComp 3151</td>
<td>Nonfiction: Reading and Writing the Memoir</td>
<td>3</td>
</tr>
<tr>
<td>EComp 3153</td>
<td>Nonfiction Writing: The Varieties of Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>EComp 323</td>
<td>The Art of the Personal Essay</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses


U11 EComp 200 Composition Tutorial
A tutorial for students whose work in beginning composition indicates a need for continued practice in writing. If staffing permits, the tutorial may be taken as an elective by students who desire practice in writing. Prerequisite: EComp 101-102 or the equivalent permission of the department. Must be taken Credit/No Credit. Credit variable, maximum 3 units.

U11 EComp 203 Critical and Researched Writing
This course teaches students to engage critically with scholarship, construct convincing arguments, and write persuasive research papers. We will study how other writers achieve these goals, then use a proven model of researched writing to write an argument and paper about a text of student’s own choosing that includes accurate use of primary and secondary sources. Concentrating on a single research project throughout the semester, attention will be given to revision and organization, library research strategies, academic citation conventions, and electronic search engines and sources. Prerequisite: U11-101 or its equivalent. Credit 3 units.

U11 EComp 2031 Critical and Research Writing
This course teaches students to engage critically with scholarship, construct convincing arguments, and write persuasive research papers. We will study how other writers achieve these goals, then use a proven model of researched writing to write an argument and paper about a text of student’s own choosing that includes accurate use of primary and secondary sources. Concentrating on a single research project throughout the semester, attention will be given to revision and organization, library research strategies, academic citation conventions, and electronic search engines and sources. Prerequisite: U11-101 or its equivalent. Restricted to BJC employees only. Credit 3 units.

U11 EComp 217 Fiction Workshop
This is a course on methods and techniques of writing fiction. No previous experience is required, but students should be seriously interested in developing their writing, and offering and receiving constructive criticism of original works. Students are urged to bring manuscripts to first meeting. Credit 1 unit.

U11 EComp 218 Nonfiction Writing Workshop
Analysis of and practice in writing creative nonfiction: essays, autobiography, travel, and nature writing. Categories vary each semester. Credit 1 unit.

U11 EComp 225 Introduction to Creative Writing: Poetry, Fiction, and Creative Nonfiction
An introduction to creative writing, with a focus on the genres of poetry, fiction, and creative nonfiction. Students will discuss examples of published work, practice writing in all three genres, and learn how to give and take constructive criticism. Credit 3 units.
U11 EComp 310 Genre Writing
This course is a creative writing workshop dedicated to genre fiction. With a primary focus on the contemporary genre story, the course will cover new and classic science fiction, fantasy, crime writing, and much more. Through a series of readings and writing workshops, we will discuss the craft of genre writing from the traditional to the contemporary, including: long-standing genre conventions, recent cross-genre trends, and the current role of genre fiction in the literary landscape. This course can count toward the major in English for day students. Credit 3 units.

U11 EComp 3120 Argumentation
This advanced writing course examines the strategies of argumentation, exploring such elements of argument as the enthymeme, the three appeals, claim types, and fallacies. Prerequisites: Writing 1 (L13 100) and junior standing. A note for students and advisers: When registering, refer to WebSTAC for updated information on section times and available seats. Credit 3 units.

U11 EComp 313 Nonfiction Seminar
This is an advanced seminar for writers of narrative fiction, including essays, memoirs, eyewitness or “guided” accounts (such as travelogues) and narrative reportage (such as profiles, biography, or true-crime). Students will present drafts of their nonfiction in a workshop setting. Craft exercises, determined by the group or individual needs, may include practice with observation, description, fact-finding, and storytelling. Discussions and readings will address issues such as form, "tangents," self-characterization, social and historical context, and the line between fact and fiction. The class will read contemporary nonfiction along with the authors descriptions of their information-gathering and writing processes. Prerequisite: at least one course in nonfiction writing, or one course in print journalism. Credit 3 units.

U11 EComp 314 Persuasive Writing
Methods of argumentation, ranging from those presented in Aristotle's Rhetoric to those found in the editorial pages of today’s newspapers. Emphasis on persuasion as a writing skill useful in fields such as law, journalism, business, and government. Credit 3 units.

U11 EComp 314A Topics in Composition: Writing and the Law
An advanced writing course focusing on selected topics related to writing. Topics to be chosen by department/instructor. See section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.) Prerequisites: Writing 1 (L13 100) and junior standing. Credit 3 units. Arch: HUM Art: HUM EN: H

U11 EComp 3151 Nonfiction: Reading and Writing the Memoir
This is a workshop for students interested in writing a memoir. We examine the narrative techniques that memoir writers use to craft stories based on life experience. Students gain practice in the form by completing a series of assigned short exercises and by writing two longer pieces that are read and discussed by the class. We also read several published memoirs chosen to illuminate various aspects of style and craft. Credit 3 units.

U11 EComp 3153 Nonfiction Writing: The Varieties of Nonfiction
In a workshop format, students will write and selectively revise, featuring critiques of student work and discussion of various forms of nonfiction literature. Readings include memoir, autobiography, personal essay, literary journalism, nature writing, and travel writing. Students will complete several short nonfiction pieces and a longer individualized final project that stresses personal viewpoint and voice. Credit 3 units.

U11 EComp 316 Poetry Writing
This course is for students seriously committed to writing poetry. We will consider imagery, diction, rhythm, and form, chiefly with reference to works by class members. Credit 3 units.

U11 EComp 3161 Poetry Tutorial
Credit variable, maximum 3 units.

U11 EComp 317 Fiction Writing
This workshop is designed for students who want to explore and practice the art of fiction. We examine the work of major writers for structure and artistry. We draw two stories up from the well of imagination, and learn how to apply methods that make them rhetorically and logically sound as well as creative. Constructive criticism of student work and class discussion are emphasized. Prerequisite: freshman composition. Credit 3 units.

U11 EComp 3171 Long-Form Fiction Writing: The Short Novel and the Long Short Story
This course will explore the process of writing longer-form narratives, building on the knowledge of the craft and structure of the short story gained in Fiction Writing. We will introduce and practice strategies for plotting, researching, and developing story ideas into feasible long-term projects, rather than producing a finished full-length manuscript. We will read and analyze short novels and long short stories across multiple genres and styles. The diverse range of texts include novels by Michael Ondaatje, Jenny Offill, James Baldwin, Anne Carson, and Danielle Dutton, as well as short stories by Kelly Link, Leo Tolstoy, Alice Munro, and Franz Kafka. Prerequisite: U11 317 Fiction Writing. Credit 3 units.

U11 EComp 317K Fiction Writing
This workshop is designed for students who want to explore and practice the art of fiction. We examine the work of major writers for structure and artistry. We draw two stories up from the well of imagination, and learn how to apply methods that make them rhetorically and logically sound as well as creative. Constructive criticism of student work and class discussion are emphasized. Prerequisite: freshman composition. Credit 3 units.
U11 EComp 318 Fiction Seminar
This is an advanced writing seminar for students familiar with the process of writing fiction. We will address individual writing problems, and use specific exercises for sharpening skills in the separate elements of fiction, including dialogue, plot, and character development. We will also study prominent authors for voice, style, and craft. Prerequisite: at least one class in creative writing or a published work.
Credit 3 units.

U11 EComp 321 Advanced Writing
Credit 3 units.

U11 EComp 322 Writing Historical Fiction
This course is for writers working on short stories or novels of all genres. We will focus on preparing fiction for publication, presentation to an agent, or as part of an application portfolio for an MFA program or grant. Through assigned readings, craft discussions, and workshopping, we will hone the writer's craft. Additionally, we learn about the current literary marketplace, including magazines, small presses, self-publication and literary agencies. Each student will receive evaluation from the instructor as well as critique from fellow students.
Credit 3 units. UColl: OLI

U11 EComp 323 The Art of the Personal Essay
Credit 3 units.

U11 EComp 324 Professional Writing, Speaking, and Presentation
A course in organizational communications drawing upon the "means of persuasion" from classical rhetoric to PowerPoint. Practice in writing, speaking, and listening in the various formats: paper, oral presentations, and internet. Comparative analysis of what works best with varying topics, situations, audiences, and purposes.
Credit 3 units.

U11 EComp 327 Writing The Short-Short Story and Ten-Minute Play
In this class we will concentrate on the short forms of microfiction and ten-minute plays, exploring what kinds of stories we can tell in a short space. We will examine a variety of creative writing techniques, including character development, conflict, voice, story arc, setting, images, and especially dialogue. The heart of this class is workshop, but we will read aloud and study models and examples in each genre.
Credit 3 units.

U11 EComp 330 Travel and Outdoor Writing
In this creative writing class we will read and practice the techniques essential to crafting engaging travel and outdoor writing of the type found in magazines, newspapers, literary journals, blogs, and books. Readings come from authors such as Bryson, Krakauer, Powell, Theroux, Twain, Salak, and Steinbeck, and publications such as Onion, Outside, National Geographic, Travel + Leisure, and Wend. Topics balance creative nonfiction and journalistic approaches, including story concepts, angles & themes, voice & tone, detail & description, narrative arc & inverted pyramid structure, titles & subtitles, chronology & pacing. Students will complete a travel writing portfolio of pieces of varying lengths and concepts, including one experiential field-based assignment of the student’s design. Credit 3 units.

U11 EComp 331 Technical Writing
For those whose professions require them to present complex information precisely, logically, and efficiently. Examination of the audiences for technical writing and effective methods of organizing information to meet their needs. Variety of formats: letters, memos, trip reports, progress reports, proposals, and informal reports.
Credit 3 units.

U11 EComp 332 Introduction to Screenwriting
In this screenwriting class, students will learn the various components necessary for writing a motion picture screenplay. Students will conceive and write the first act of a full-length screenplay (30 pages), complete a full-length story synopsis, and complete a number of in-class and take-home exercises. Students will read and critique each other's work. We also will view and evaluate films, and analyze excerpts from successful movie screenplays, looking closely at the elements of plot and structure, character, dialogue, theme, genre, style and format. Previous screenwriting experience is not required. Registration limited to University College students. Same as U18 Film 332 Credit 3 units.

U11 EComp 3321 Advanced Screenwriting
This course is intended for students who have already taken FMS 332 Introduction to Screenwriting at University College (or a comparable introductory course elsewhere). Building on past experiences, students will continue their work in the craft of screenwriting by expanding their knowledge about screenwriting techniques. Students will complete Act II (approx. 45-50 pages) & Act III (approx. 20 pages) of the feature-length script they began in the introductory course. Topics and reading will include advanced plot structure, genre conventions, story archetypes, sequencing, POV, adaptions, short & independent film, query letters, and script pitches. In particular, script rewriting will be explored. This course will not count toward requirements in the FMS major or minor. Same as U18 Film 3321 Credit 3 units.

U11 EComp 333 The Long Form
This course is a seminar and workshop for students interested in writing novels, memoirs, reportage, or collections (short stories, essays, or poems). We will study published works for techniques used to create a narrative, thematic, and/or technical arc. We will workshop our own writings, with the goal of understanding their places within a larger work, from proposing and outlining a full-length manuscript to sculpting an anchor piece for the larger work. Prerequisite: a 300-level writing course or instructor's permission. Credit 3 units.

U11 EComp 338 Writing Adventure and Creating Action
This course will study and practice the techniques necessary to write active and adventurous prose, both fiction and nonfiction. Topics include writing mechanics and style with the goal of mastering the diction and syntax of action while avoiding cliché or melodrama. We also examine broader craft elements such
as pacing, scenes, setting, character development, adventure archetypes, suspense, and voice. Readings include adventure writers such as Elizabeth Gilbert, Ernest Hemingway, Pam Houston, Jon Krakauer, Herman Melville, Kira Salak, Gary Shteyngart, Cheryl Strayed, Mark Twain, and Jules Verne. Students will complete exercises and three stories of varying lengths, with at least one in each mode, to be shared in a workshop setting.

Credit 3 units.

**U11 EComp 340 The Magazine Feature: Idea to Finished Product**

This course will explore the process of conceiving, reporting, drafting, revising, and placing a magazine feature story. We will read exemplary long-form magazine journalism — sometimes called literary journalism or narrative nonfiction — with an eye to process and craft. How do we find stories? What is the relationship between reporting and the published piece? How do we shed new light on common themes and approach storytelling in innovative ways? During the term, each student will develop a feature profile: securing a subject, devising a reporting strategy, incorporating research, and ultimately, exploring voice, theme, and structure through multiple drafts. The course will include literary analysis and discussion, writing exercises, workshop-style discussion of student work, and will prepare interested students to pitch their stories for publication.

Credit 3 units.

**U11 EComp 341 Writing the Documentary Lyric**

This course explores American culture through poetic accounts that focus on the personal experience of social issues ranging from ecological crisis, consumer culture, race, labor, war, and autobiography as coextensive with local history. Students will blend research with creative writing, reading exemplary texts (such as Birdlovers, Backyard; Giscombe Road; Citizen; Port of Los Angeles; Shut Up, Shut Down; and 100 Notes on Violence) while producing their own creative work. The readings and writings will be focused on documentary writing which incorporates quotations from daily life, the news, films, diaries, public documents, and maps. The readings studied are "lyric" instead of journalistic, following a poetic approach that connects inner experience and outer event, intimate and distant occurrences, people and places, private and public life. Students will engage in weekly creative-writing exercises while developing a final research-based creative-writing project. The course will include conversations with some of our books' authors, who will offer insights into their processes of cultural research grounded in personal experience and language-conscious cultural critique. This course will count toward the major in American culture studies for day students. This course fulfills the Art distribution requirement for the AMCS MA program. Same as U89 AMCS 413

Credit 3 units. UColl: ACF

**U11 EComp 354 The Lyric I: Truth and Lie**

One of the biggest misconceptions that readers of poetry may have is that the poet is the same individual as the speaker of the poem. In this course, The Lyric I: Truth and Lie, we will investigate examples of modern and contemporary American poetry which utilize the first-person speaker, to more thoroughly understand how and why these poems blur the boundaries between autobiography, history, and imagination. The collections of poetry we will read this semester are as follows: Kaddish, Allen Ginsberg's semi-autobiographical elegy for his mother, Naomi; the restored edition of Ariel, Sylvia Plath's confessional poems which incorporate historical references to World War II; the first 77 Dream Songs, John Berryman's alter-ego persona poems; Don't Let Me Be Lonely, Claudia Rankine's extended lyric essay which addresses social issues in post-9/11 America; Wind in a Box, Terrance Hayes' exploration of African-American culture since the mid-20th century; The Master Letters, Lucie Brock-Broido's continuation of the voice of Emily Dickinson's Master Letters; and Autobiography of Red, Anne Carson's contemporary queer adaptation of the Greek myth of Geryon and Herakles. These poems encompass the contradictions of the human mind, and lay them out, irresolvable and inseparable — genuine — on the page. Students will be responsible for a comparative essay of 10-15 pages in length, in which they discuss and contrast two poets' approaches to the first-person speaker. In addition, students will be responsible for 8-10 pages of original creative work which uses the first person speaker, drawing inspiration from poetry we discuss in class; as well as a 2-3 page response paper to challenges encountered during this creative writing process, and how those challenges were overcome. Students' creative work will be workshopped in class throughout the semester.

Credit 3 units.

**U11 EComp 357 Writing for Online Publication: Blogs and Columns**

Increasingly, blogs and columns are the primary outlet for writers to reach interested readers. Students will write and share, via workshop, their own blog and column entries. Readings will span published blogs and celebrated columnists, from Gawker to Herb Caen. Course activities will include planning new blogs, proposing to publishers, online vs. print columns, self-publishing blogs, hyper-linking, interactivity, search-engine optimization, single vs. multi-author blogs, photo/video-blogs, and microblogging. This is a fully online course. Only University College students receive credit for online courses.

Credit 3 units.

**U11 EComp 358 Multimedia Storytelling for Creative Writers**

Storytelling in the 21st century is increasingly a digitized endeavor, with creators adapting their work to engage readers who seek material via electronic devices. These complementary formats may include embedded images, graphics, maps, audio or music recordings, videos, animations, twitter feeds, blog posts, and social media profiles. With an emphasis on writing fiction or nonfiction prose that can be accompanied by such media, this hybrid online course will explore and practice the many forms and techniques of transmedia storytelling. Students will propose, design, draft, and present a single transmedia narrative spanning a variety of formats. No advanced computer skills, equipment, or software are required.

Credit 3 units.

**U11 EComp 370 Life Staged: From Oral History to the Stage**

This class will teach students how to transform oral histories and family history into a stage performance. Examination of family history in context of historical events, gives both the author and the audience the opportunity to put a human context to our history. In this class students will learn: oral interview skills; how to structure history, oral interviews and family stories to be stage worthy; the art of compression, economy and intensity of the story; and how to find the poetry inside our lives. The purpose of the class will be to encourage literacy in history, awareness of the student's family role in history, and to give
the students the necessary tools to apply what they have learned in a performance. The students will also read several classic American plays and see the plays shown at Washington University. The end of the semester they will have created a one-act performance piece about their family's history.

Same as U21 Drama 370
Credit 3 units.

**U11 EComp 371 Narrative Structure and Story Development**
Credit 3 units.

**U11 EComp 400 Independent Study**
Credit variable, maximum 3 units.

**U11 EComp 4012 Workshop in Composition: Adapting Writing Center Pedagogy to Elementary School**
A collaborative workshop for elementary school teachers, facilitated by the Director of Washington University’s Writing Center. Members will learn the art of one-to-one writing instruction and explore ways of adapting this pedagogical model to their elementary school setting. Biweekly journal, literary memoir and theory-into-practice project required. By permission only.
Credit 1 unit.

**U11 EComp 494 Voices in Action**
What sparks and sustains people's movements for social justice? This history and creative-writing course explores the contexts and expressions of 20th century and contemporary protest movements, ranging from labor, civil rights, the Vietnam War, ethnic people and women's movements, to contemporary social and environmental justice movements. We will explore speeches, manifestos, visual and oral texts, songs, and poetry to consider how dissent is voiced in response to specific social contexts and historic events. We will consider the role of personal expression in enacting democracy, focusing on poetry that helps articulate what is at stake in the protest movements of the 20th and 21st centuries. We will examine how language moves people, raising awareness of the facts and felt experiences of injustice, helping to fuel social movements and "call forth a public" to make change. Assignments include a mix of historical analysis, ethnographic and participatory work, creative writing, and reflection.
Same as U89 AMCS 494
Credit 3 units. UColl: ACF, ACH, ACS, HUM

**Requirements**

**Certificate in Forensic Psychology**

**Required Courses**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psych 376</td>
<td>Introduction to Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Psych 377</td>
<td>Introduction to Forensic Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

At least two additional Forensic Psychology courses from the following:

- Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder (Psych 378)
- Juvenile Delinquency (Psych 3251)
- Investigative Psychology (Psych 371)
- Correctional Psychology (Psych 379)
- Psychology in the Courtroom (Psych 373)
- Correctional Theory & Practice (Psych 383)
- Psychology of Policing (Psych 374)
- Additional authorized Forensic Psychology courses

**Elective Courses**

Students must take an additional course to complete the Certificate. Students are encouraged to choose from the above list to meet this requirement but permission may also be granted for other courses from Psychological & Brain Sciences, Political Science, Sociology, or other related disciplines.

**Geographic Information Systems**

Geographic information systems (GIS) display and manage all types of data over time, usually in the form of maps, charts, and reports, to help analyze patterns and trends.

GIS technology, easily integrated into any organization’s information system, provides a quick and effective method for sharing data visually and solving spatial problems. GIS is widely used in many fields and industries, including environmental science, architecture, engineering, medicine, municipal government, public health, social work, business, and a variety of research enterprises.

The 18-unit **Certificate in Geographic Information Systems** offered through University College teaches both fundamental...
and advanced concepts and skills, including design of GIS projects, operation of software, cartographic output, spatial analysis, and industry-specific applications of GIS. The certificate targets working professionals seeking course work and skill enhancement in the field, as well as students wishing to complement their academic interests with additional training in GIS.

**Contact:** Bill Winston  
**Phone:** 314-935-8426  
**Email:** billwinston@wustl.edu  
**Website:** [http://ucollege.wustl.edu/programs/certificates/geographic-information-systems](http://ucollege.wustl.edu/programs/certificates/geographic-information-systems)

## Requirements

### Certificate in Geographic Information Systems

**Required Courses:** 15 units

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<tr>
<td>GIS 200</td>
<td>Introduction to GIS</td>
<td>3</td>
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<td>GIS 300</td>
<td>Advanced GIS</td>
<td>3</td>
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<tr>
<td>GIS 303</td>
<td>Digital Cartography</td>
<td>3</td>
</tr>
<tr>
<td>GIS 421</td>
<td>Spatial Data Modeling and Design</td>
<td>3</td>
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<tr>
<td>GIS 422</td>
<td>GIS Clinic</td>
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**Total Units:** 15

**Elective Courses:** 3 units

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<th>Code</th>
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<tr>
<td>GIS 310</td>
<td>GIS Programming</td>
<td>3</td>
</tr>
<tr>
<td>GIS 425</td>
<td>Public Health Applications of GIS</td>
<td>3</td>
</tr>
<tr>
<td>GIS 427</td>
<td>Public Sector Applications of GIS</td>
<td>3</td>
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</tbody>
</table>

**Other courses with approval**

## Courses

Visit online course listings to view semester offerings for U90 GIS ([https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U90&crslvl=1-4](https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U90&crslvl=1-4)).

### U90 GIS 200 Introduction to GIS

This course introduces students to the fundamental principles and applications of geographic information systems (GIS), their underlying geospatial science and spatial thinking. This problem-based course explores applications of GIS to spatial questions in the areas of social science, business, the humanities and earth sciences. Example topics include understanding spatial data types; map coordinate systems and projections; basic spatial data analysis; acquiring, editing, creating and managing geospatial data; and processing and visualizing data using GIS. This hands-on course works through problems using (mainly) ESRI ArcGIS software (including ArcMap and ArcCatalog), but other open source tools will also be introduced. Students who complete this course should be able to apply skills to think through a spatial problem and employ GIS tools to address it. Credit 3 units.

### U90 GIS 300 Advanced GIS

This course is designed to move beyond tools and skills learned in Introduction to GIS (GIS 200) or Applications in GIS (EnSt 380/580). Classes will feature hands-on exercises selected to help students master advanced GIS analysis tools and techniques, while providing experience in the planning and execution of real-world projects. Primary emphasis will be on applying fundamental GIS concepts, performing spatial analysis, developing proficiency with core ArcGIS software and selected extensions, resolution of problems, and efficient delivery of results. Readings from books and scientific literature will introduce key concepts and provide real-world examples that will be reinforced in the hands-on exercises, assignments and projects. As the semester develops, students will gain a variety of new tools and techniques that will allow them to complete a final independent project that integrates the material learned during the course. Prerequisite: Introduction to GIS (U90 GIS 200) or Applications in GIS (EnSt 380/580). Credit 3 units. Arch: NSM Art: NSM

### U90 GIS 303 Digital Cartography

In today's world, it is imperative that students develop the necessary skills to communicate their ideas to a large audience in an efficient manner. Graphics and visual representations are one of the most effective ways to neatly convey complex data sets to readers. This course presents both theoretical and hands-on mapping and graphical problems to students. Students will learn to solve these problems with self-created solutions. The course teaches students the basics of GIS-based mapping for producing publishable work. Students will develop basic skills in computer-aided mapping and computer drafting primarily using ArcGIS, Adobe Illustrator, Adobe Photoshop, and Microsoft PowerPoint. Students will also be introduced to other mapping or statistical programs as needed. Credit 3 units.

### U90 GIS 310 GIS Programming

This course introduces students to the use of programming in desktop and web geographic information systems (GIS). The course will be divided into two units: the first unit will focus on scripting for task automation, while the focus of the second unit will be web development. Topics include general programming concepts, using spatial and scientific site-packages for both Python and R, the ArcGIS API for JavaScript and other web mapping APIs, and consuming and publishing map services. Prerequisite: Introduction to GIS (U90 GIS 200) or Applications of GIS (EnSt 380/580). Credit 3 units.

### U90 GIS 311 Web GIS

The world continues to rely on internet applications for everyday use, making the availability of accurate online mapping applications a high priority. The main component of online mapping applications is Geographical Information Systems (GIS). Web GIS is a course designed to teach students the basics of creating and deploying web-based GIS using ESRI software. This class will cover various topics including data management, data publication, web cartography, security, and web mapping platforms. The goal of this course is to teach students the above topics through a variety of methods in
order for them to successfully and autonomously create online applications. Students will learn and demonstrate mastery of the necessary skills for web-based GIS primarily through ArcGIS Online, ArcGIS Portal and ArcGIS Server.

Credit 3 units. UColl: OLI

U90 GIS 420 Using GIS in International Affairs
This course studies the concept of spatial thinking, which will help students determine why and when to use GIS to address a problem. Students will explore some tools available for visualizing and analyzing data, primarily using ArcGIS and QGIS. The class will be divided into sections based on different kinds of problems (e.g., demography, microeconomics, history, environment) with an international affairs focus. Each class will have an online prompt, to which students are expected to respond. Students will learn skills that may help address the problem, work together in pairs on the problem, and with the class explore ways to improve their solution.

Same as U85 IA 420
Credit 3 units.

U90 GIS 421 Spatial Data Modeling and Design
This course expands on the fundamental principles of geographic information systems (GIS) and introduces advanced spatial database concepts and a visual programming environment for automating geoprocessing tasks. The course is divided into two parts: the first exploring spatial database design with emphasis on the ESRI Geodatabase, and the second focusing on automating workflows using ESRI ModelBuilder. Topics include data needs assessment; conceptual modeling, logical design, and physical implementation; using models to perform multi-step spatial analyses; and the automation of repetitive processes with iteration tools. Lectures are supplemented with lab exercises to develop proficiency and problem-solving skills using ArcGIS software and associated tools. Prerequisite: The course should be taken after or concurrently with Advanced GIS (U90 GIS 300).
Credit 3 units.

U90 GIS 422 GIS Clinic
The GIS Clinic is the culminating experience in the GIS Certificate Program. Students complete a project in a real work setting to provide direct experience with geospatial concepts and data. Students apply concepts and tools covered in all courses comprising the GIS Certificate program. GIS Clinic requires students to work on projects beginning to end, under supervision, and independently. The Clinic provides professional services to the university community and departmental, and outside organizations. Possible clinic settings include working with faculty on research projects using GIS, working with local organizations to develop GIS data, and working on regional GIS initiatives. Prerequisite: All other GIS Certificate requirements are expected to be completed prior to enrolling in the Clinic.
Credit 3 units.

U90 GIS 425 Public Health Applications of GIS
This course examines the use of geographic information systems (GIS) and spatial analysis concepts in health applications. The course requires an understanding of fundamental GIS principles, and will address practical real-world applications of GIS with a focus on public health. Topics addressed may include establishing a GIS approach within an agency or organization, targeted analysis tasks, spatial aspects of epidemiology, health education, environmental hazards and more. Class meetings are a mix of lecture, discussion and hands-on exercises. Lab exercises will leverage GIS software including ArcGIS.
Prerequisite: Introduction to GIS (U90 GIS 200) or Applications of GIS (EnSt 380/580).
Credit 3 units.

U90 GIS 427 Public Sector Applications of GIS
This course examines the use of geographic information systems (GIS) and geographic information science in the public sector, with a focus on GIS applications in local government and municipality services. The course requires an understanding of fundamental GIS principles, and will address practical application of fundamental and advanced GIS concepts and practices. Topics addressed include GIS implementation at the organization and departmental levels, problem solving with GIS, and geospatial project management. Lectures are integrated with lab sessions using GIS software including ArcGIS, Google Earth, and Open StreetMap. Prerequisite: Introduction to GIS (U90 GIS 200) or Applications of GIS (EnSt 380/580).
Credit 3 units.

Certificate in Marketing

The Certificate in Marketing provides undergraduate students with a marketing-specific set of in-demand skills. Students will be introduced to key marketing concepts and competencies, including competitive analysis, market research, communications strategy, product marketing, branding, editing, and social media marketing. The certificate can be customized to fit a student's unique interests in design thinking, creative writing, video editing, podcasting, or two-dimensional design.

According to a recent Burning Glass report (https://www.burningglass.com/wp-content/uploads/BGReportLiberalArts.pdf), adding technical field-specific skills to a liberal arts program of study doubles the jobs available to recent graduates.

The Certificate in Marketing may also be pursued on a stand-alone basis for individuals seeking professional development in their current role.

Contact: University College Advisers
Phone: 314-935-6700
Email: ucollege@wustl.edu
Website: https://ucollege.wustl.edu/programs/certificates/marketing

Requirements

The undergraduate Certificate in Marketing is earned by completing five courses (13 credit units total), including four core courses and one additional course to be selected from a short list.
**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 270</td>
<td>Marketing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>Comm 305</td>
<td>Market Research and Communications Strategies</td>
<td>3</td>
</tr>
<tr>
<td>Comm 3451</td>
<td>Effective Editing</td>
<td>3</td>
</tr>
<tr>
<td>Comm 3090</td>
<td>Social Media for Public Relations</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units 10

Choose one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 110</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>Bus 290</td>
<td>Design Thinking: Human-Centered Approaches to Making the World</td>
<td>3</td>
</tr>
<tr>
<td>Comm 308</td>
<td>Making the Cut: Editing Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>JRN 327</td>
<td>Audio Storytelling: From Podcasts to Newscasts</td>
<td>3</td>
</tr>
<tr>
<td>Creative Writing</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Somatic Studies**

Somatic practices promote integrated personal development — training students in processes for mindful embodied living — and complement disciplines of inquiry that primarily study knowledge about the human body and mind. Though relatively new to disciplines of Western thought, somatic practices are recognized in numerous ancient and contemporary cultures not only as beneficial to physical health, but also as methods for cultivation of mind and discovery of knowledge. Such experience may inform knowledge in such areas as biology, neuroscience, physics, psychology, philosophy, anthropology, and religious studies. Somatic practices also have applied value in professions such as education, performing arts, athletics, medicine, and physical therapy.

The **Certificate in Somatic Studies** offers a diverse spectrum of established movement processes aimed at self-development, taught by certified instructors in their respective disciplines. With the coordinator’s approval, a maximum of 3 units of course work from other disciplines may be applied to the Certificate in Somatic Studies.

**Contact:**

David Marchant  
Phone: 314-935-4476  
Email: marchant@wustl.edu  
Website: http://ucollege.wustl.edu/programs/certificates/somatic-studies

**Requirements**

**Certificate in Somatic Studies**

The Certificate in Somatic Studies is composed of a minimum of 15 credit units of course work, including the required 2-unit course, Dance 285 Introduction to Somatic Practices, an introductory survey of a variety of practices offered in the program, complemented by lectures on related disciplines such as biology, philosophy and psychology. Students choose an additional 13 units from the courses noted below according to individual interests and goals. With the coordinator’s approval, a maximum of 3 units of course work from related disciplines may be applied to the Certificate in Somatic Studies.

While courses for the Certificate in Somatic Studies are listed in the Dance program at Washington University, somatic practices do not require dance training, and are not aimed at public performance skills associated with such artistic disciplines or practices.

**Note:** Courses that apply to the Certificate in Somatic Studies must be taken for a letter grade. If a course is offered as Pass/Fail only, Certificate candidates should inform the instructor and contact the registrar to verify they are registered for graded credit.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance 104</td>
<td>Body Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>Dance 106</td>
<td>Introduction to Dance as a Contemporary Art Form</td>
<td>2</td>
</tr>
<tr>
<td>Dance 110</td>
<td>Topics in Dance: The Alexander Technique</td>
<td>2</td>
</tr>
<tr>
<td>Dance 115</td>
<td>Beginning T’ai Chi Ch’uan</td>
<td>2</td>
</tr>
<tr>
<td>Dance 116</td>
<td>Beginning T’ai Chi Ch’uan II</td>
<td>2</td>
</tr>
<tr>
<td>Dance 119</td>
<td>Body-Mind Balance</td>
<td>1</td>
</tr>
<tr>
<td>Dance 120</td>
<td>Yoga and Relaxation Techniques</td>
<td>2</td>
</tr>
<tr>
<td>Dance 157</td>
<td>Dance Workshop</td>
<td>1</td>
</tr>
<tr>
<td>Dance 176</td>
<td>Intro to Authentic Movement &amp; Body-Mind Integration</td>
<td>2</td>
</tr>
<tr>
<td>Dance 177</td>
<td>Languages of Movement Expression</td>
<td>2</td>
</tr>
<tr>
<td>Dance 208</td>
<td>Introduction to Pilates</td>
<td>2</td>
</tr>
<tr>
<td>Dance 209</td>
<td>Awareness Through Movement: The Feldenkrais Method</td>
<td>3</td>
</tr>
<tr>
<td>Dance 212</td>
<td>Contact Improvisation</td>
<td>1</td>
</tr>
<tr>
<td>Dance 217</td>
<td>The Experiential Body</td>
<td>2</td>
</tr>
<tr>
<td>Dance 220</td>
<td>Intermediate Yoga</td>
<td>1</td>
</tr>
<tr>
<td>Dance 221</td>
<td>Mind Body Movement: Yoga and Pilates</td>
<td>2</td>
</tr>
<tr>
<td>Dance 285</td>
<td>Introduction to Somatic Practices (Required)</td>
<td>2</td>
</tr>
<tr>
<td>Dance 290</td>
<td>Movement For Writers</td>
<td>2</td>
</tr>
</tbody>
</table>
Certificate in Sustainability

The Certificate in Sustainability provides an interdisciplinary foundation for understanding and addressing today’s most pressing and complex social, environmental and economic challenges.

This certificate covers the broad sustainability knowledge, skills and competencies for those interested in either advancing within their current field or seeking a new direction. It can apply across a wide range of fields: from management, design and planning, to environmental services in business, nonprofit and public institutions. The program addresses the collaborative and integrative nature of sustainability with an emphasis on applied learning — taking the lessons from the classroom into St. Louis.

Contact: Mary Ann Lazarus
Phone: 314-935-6700
Email: lazarus9876@wustl.edu
Website: http://ucollege.wustl.edu/programs/certificates/sustainability

Requirements

Required Courses: 15 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 205</td>
<td>Foundations and Practice of Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SUST 328</td>
<td>Environmental Law: Applications Toward Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SUST 364</td>
<td>Global Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>SUST 368</td>
<td>Sustainability as Transformative Agent in Business and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>SUST 413</td>
<td>Environmental Science: Regional and Global Perspectives</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Programs

University College offers the following additional undergraduate programs:

• Accelerated Programs (p. 165)
• Associate in Arts Degree (p. 166)
• Combined Bachelor's/Master's Program (p. 167)
• Minors (p. 168)
• Special Audit and Day Audit Programs (p. 168)
• Pre-Collegiate Summer Experiences (p. 169)
• Undergraduate Honors Program (p. 169)
• Undergraduate Visiting Student Program (p. 170)

Accelerated Programs

Get Your Degree Faster.
University College has a range of courses and programs shaped to fit each student's schedule and goals. Students may choose from the options below and, as they browse the semester's course listings (https://acadinfo.wustl.edu/ucollege), also search under "8-Week" courses and "Weekend Only."

### Accelerated Master's Degree Program

The **Accelerated Master's Degree Program** allows Arts & Sciences day students to count their graduate-level course work (completed as an undergraduate) toward a master's degree. With careful planning, some of this course work can be incorporated into a student's undergraduate course of study, be covered by their regular undergraduate tuition, and lead to an AB earned in normal time with an accompanying master's in an additional one or two extra semesters of study.

Only current Arts & Sciences undergraduates who are earning an AB are eligible for this Accelerated Master's Degree program. The accelerated master's program option applies to the following master's degree programs:

- American Culture Studies (https://ucollege.wustl.edu/programs/graduate/masters-american-culture-studies)
- Biology (https://ucollege.wustl.edu/programs/graduate/masters-biology)
- Clinical Research Management (https://ucollege.wustl.edu/programs/graduate/masters-clinical-research-management)
- Human Resources Management (https://ucollege.wustl.edu/programs/graduate/masters-human-resources-management)
- International Affairs (https://ucollege.wustl.edu/programs/graduate/masters-international-affairs)
- Master of Liberal Arts (https://ucollege.wustl.edu/programs/graduate/masters-liberal-arts)
- Nonprofit Management (https://ucollege.wustl.edu/programs/graduate/masters-nonprofit-management)
- Statistics (https://ucollege.wustl.edu/programs/graduate/masters-statistics)

### ACTRAC

Students wanting to advance more quickly toward their degree can do so with the Accelerated Track program, or ACTRAC (http://ucollege.wustl.edu/programs/accelerated/actrac).

Eligible University College students can enroll in courses that carry the ACTRAC option (noted in the course listings (https://acadinfo.wustl.edu/ucollege)). By completing additional course work prescribed by the instructor, students earn 4 credits for each ACTRAC course rather than the usual 3 credits. By taking ACTRAC courses, students can reduce the total number of courses they must take before they graduate.

Eligible students must:

- be admitted to a University College undergraduate degree program,
- have successfully completed at least 12 credits,
- have completed a college-level English composition course with a grade of B or better,
- have a 3.0 minimum GPA, and
- have written approval from a University College adviser.

Once approved, students register and pay for 4 credits for each ACTRAC course. The ACTRAC option must be chosen at the beginning of the semester, and is not available to Washington University day students.

The "extra credit" work is determined by the instructor and will normally include extra reading, writing and research.

### Combined Bachelor's & Master's Degree

The Combined Bachelor's & Master's Degree Program (https://ucollege.wustl.edu/programs/accelerated/combined-bachelors-masters) in University College is designed for students who wish to pursue rigorous and accelerated study that will lead to both a Bachelor of Science and either a Master of Arts or Master of Science in areas of study for which there are degree programs in University College.

Phone: 314-935-6700
Website: http://ucollege.wustl.edu/areas/accelerated_programs

### Associate in Arts Degree

The **Associate in Arts (AA) degree** provides a framework for understanding the disciplines and skills of a liberal arts degree, a foundation for further study at the bachelor's degree level, and an initial academic credential required for career advancement. The degree is awarded to students who successfully complete the equivalent of two years of undergraduate study.

The courses completed for the degree count toward all Bachelor of Science degree programs at University College. Students preparing for a career in nursing are encouraged to meet with an adviser to select courses that meet admission requirements for Bachelor of Science nursing degree programs.

University College offers the Associate in Arts degree with concentrations in:

- **Natural Sciences and Mathematics**: Biology, Chemistry, Physics, Earth and Planetary Sciences, Mathematics, others with authorization
- **Social Sciences**: Anthropology, Economics, Political Science, Psychology, Sociology, Women and Gender Studies, others with authorization
- **Humanities**: Classics, History, Literature, Philosophy, Religious Studies, Art History, others with authorization
• **Professional Studies**: Business, Communications, Journalism, Health Care, Clinical Research Management, Sustainability, others with authorization

For more information about Associate in Arts degree requirements and policies:

Phone: 314-935-6700
Website: [http://ucollege.wustl.edu/programs/undergraduate/associate-arts](http://ucollege.wustl.edu/programs/undergraduate/associate-arts)

### Degree Requirements

#### Associate in Arts Degree

To receive an Associate in Arts degree from University College, students must be admitted to degree candidacy, complete a minimum of 60 units of college-level work with a cumulative grade point average of 2.0 or higher in all courses taken, and satisfy specific writing, course distribution, and residency requirements. Additionally, students must complete an 18-unit concentration with grades of C- or better in all courses. No more than 24 units may be transferred to the degree. The final 36 units of the degree program must be completed at Washington University. The courses completed for the Associate in Arts degree count toward all Bachelor of Science degree programs in University College.

#### General Education Requirements*

**Basic Requirements**: 15 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EComp 101</td>
<td>Principles of Writing</td>
<td>3</td>
</tr>
<tr>
<td>EComp 203</td>
<td>Critical and Researched Writing</td>
<td>3</td>
</tr>
<tr>
<td>One course in numerical applications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One course in moral reasoning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One course in cultural diversity</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Distribution Requirements**: 18 units

6 units in each distribution area noted below. Each distribution area must include coursework from at least two disciplines. (Courses that satisfy the numerical applications, moral reasoning and cultural diversity Basic Requirements may also count toward Distribution Requirements.)

- Natural Sciences and Mathematics
- Social Sciences
- Humanities

**Concentration Requirements**: 18 units

- **Natural Sciences and Mathematics**: Biology, Chemistry, Physics, Earth and Planetary Sciences, Mathematics, others with authorization
- **Social Sciences**: Anthropology, Economics, Political Science, Psychology, Sociology, Women and Gender Studies, others with authorization
- **Humanities**: Classics, History, Literature, Philosophy, Religious Studies, Art History, others with authorization
- **Professional Studies**: Business, Communications, Journalism, Health Care, Clinical Research Management, Sustainability, others with authorization

**Electives**: 9 units

* These requirements are effective as of Spring 2019. Students admitted to University College programs prior to Spring 2019 are expected to fulfill the requirements in place at the time of their admission.

### Additional Information

Visit the University College website ([http://ucollege.wustl.edu](http://ucollege.wustl.edu)) for additional details about requirements.

### Combined Bachelor's/Master's Program

The Combined Bachelor's/Master's Degree program (BS/Master's) in University College is designed for students who wish to pursue rigorous and accelerated study that will lead to both a Bachelor of Science and either a Master of Arts or Master of Science in areas of study for which there are degree programs in University College.

#### Eligibility Requirements

Eligibility requirements for the Combined BS/Master's program in University College include:

- Admission to a Bachelor of Science degree program in University College.
- Completion of a minimum of 60 units toward the Bachelor of Science degree, including transfer credit, with a 3.0 or higher cumulative grade point average. Only in exceptional cases will candidates be authorized to pursue the BS/Master's Program after completing 84 units.
- Completion of a minimum of 12 units of undergraduate course work in University College, at least 9 of which must be advanced level (300-400), with a 3.0 or higher cumulative grade point average.
- Completion of Combined Bachelor's/Master's Program Preliminary Authorization Request.
- Two academic writing samples, at least one of which must be research-based, to be submitted to University College.
- Personal interview with the director of advising and/or associate dean for academics.
Admission

Students who meet the eligibility requirements noted above should meet with their undergraduate adviser and complete the Combined Bachelor's/Master's Preliminary Authorization Request (PDF) found on our website. Two academic writing samples, one of which must be research-based, and a personal interview are also required for preliminary authorization. Applicants will be informed, following a review of writing samples and personal interview, whether or not they have been authorized to pursue the Combined BS/Master's program, including authorization to register for graduate course work that will count toward both the undergraduate and appropriate master's degree.

Students receiving this preliminary authorization are required to submit the Application for Graduate Admission in University College during the final 30-36 units of undergraduate study, at which time their academic performance and potential for continued graduate study will be reevaluated. If approved, students will be formally admitted to a graduate program of study. Candidates for the Master of Arts and Master of Liberal Arts are admitted to the Graduate School. Candidates for the Master of Science in Applied Health Behavior Research and Master of Science in Clinical Research Management are admitted to University College.

Requirements for the Combined BS/Master's Degree

- Formal admission to the Graduate School or University College.
- Completion of a minimum of 135 units of course work, undergraduate and graduate, including all residency requirements for the Bachelor of Science degree.
- Completion of all requirements in the student's graduate program, including a final written project where required, and in accordance with all academic policies and procedures for undergraduate and graduate study in University College and the Graduate School.
- A maximum of 15-18 units of graduate course work (depending on the specific master's program) at the 400 and 500 levels may count as requirements for both the graduate degree and as unrestricted electives in the undergraduate degree.
- Students will receive both the Bachelor of Science and Master of Arts or Master of Science at the completion of the entire program. The Bachelor of Science is conferred by University College. The Master of Arts, Master of Liberal Arts, and Master of Science in Biology are conferred by the Graduate School. The Master of Science in Applied Health Behavior Research and Master of Science in Clinical Research Management are conferred by University College.

For more information or to schedule an appointment to discuss the program, please call 314-935-6759.

Minors

Students seeking a bachelor's degree at University College can pursue a minor in one of 13 subjects.

Course work taken as part of the minor may fulfill distribution requirements. Overlap between a minor and major is allowed as long as there are at least 9 unique units in the minor. Only courses receiving a grade of C- or higher will be applied to the minor. In order to be awarded the minor, students must earn a minimum cumulative grade point average of 3.0 in all courses taken toward the minor.

At least 9 units must be advanced-level course work (300-level or above), and at least 6 of the 9 units in advanced course work must be completed at University College. A maximum of 3 units of transfer credit may be applied to the minor.

A minor can be declared when a student has met with an academic adviser at University College and completed a Minor Application form before beginning the final semester of study toward a Bachelor of Science.

Minors are offered in the following subjects:

- Anthropology
- Communications
- Economics
- English
- Global Leadership and Management
- Health Care
- History
- Industrial and Organizational Psychology
- International Studies
- Journalism
- Mathematics
- Political Science
- Psychological and Brain Sciences

Website: http://ucollege.wustl.edu/programs/undergraduate/minors

Special Audit and Day Audit Programs

Special Audit Program

Students may audit a wide selection of undergraduate courses in University College for $350 per course. The Special Audit option in University College makes it easier than ever for students to challenge themselves to high-quality, continuing education at Washington University in St. Louis.
All University College courses available on the Special Audit basis are noted as "SA" in the course listings (https://acadinfo.wustl.edu/ucollege). Courses taken as Special Audit do not appear on a Washington University transcript. Courses taken on a Special Audit basis do not carry academic credit and do not apply to degree requirements in a University College program of study.

Day Audit Program

In addition to the Special Audit option for evening courses in University College, adult students may audit selected undergraduate day courses in the College of Arts & Sciences for $350 per course on a noncredit, space-available basis. The Arts & Sciences Day Audit Program is designed for personal enrichment, and courses taken on a Special Audit basis do not receive credit toward a degree or certificate program. Courses taken as Special Audit do not appear on a Washington University transcript.

Day Special Audit Courses

To view the Day Special Audit Courses, please visit our course listings (https://acadinfo.wustl.edu/ucollege).

Contact: Amanda Mueller
Phone: 314-935-6720
Email: amanda.mueller@wustl.edu
Website: http://ucollege.wustl.edu/programs/non-degree/special-day-audit

Summer Experiences

Pre-Collegiate Summer Experiences

The Pre-Collegiate Summer Experiences at Washington University in St. Louis offer a variety of summer programs for academically advanced middle and high school students. For more information, visit our Summer Experiences website (https://summerexperiences.wustl.edu) or call 314-935-4807.

High School Summer Scholars Program

The High School Summer Scholars Program, open to rising juniors and seniors, allows students to experience all the facets of college life. As a participant in this selective five-week program, students live on campus, enroll in courses, and study alongside undergraduates. Students choose from a broad range of courses as well as our 1-unit, noncredit college success workshops. Students meet daily in academic support groups that develop students' skills in time management, presentations, and research methods. In addition to course work, students enjoy a variety of educational, social, and cultural opportunities with fellow students from across the country and around the world. Scholarship assistance is available to students who demonstrate financial need.

High School Summer Institutes

The noncredit High School Summer Institutes explore a specialized interest, career or major. Institutes combine traditional class and lab curriculum with organized field trips, guest lectures, and hands-on activities. Themes include medicine, engineering, leadership, writing and more. Space is limited, so students should consider applying early. Scholarship assistance is available to students who demonstrate financial need.

Early College Scholars

The Early College Scholars program allows academically advanced high school students to enroll in courses through University College, the professional and continuing education division of the College of Arts & Sciences. This program is an ideal option for students who:

- Have unique academic interests not available through their high school.
- Are looking for courses beyond their high school curriculum.
- Need to enroll in a college course to fulfill a high school requirement.
- Are exploring alternative options to AP courses.
- Want to advance their knowledge in a particular academic area such as writing or foreign language.
- Prefer a commuter option to our residential Summer Experiences programs.

Middle School Summer Challenge

The Middle School Summer Challenge is designed to expand students' critical thinking skills in a challenging and innovative environment that includes hands-on learning, field trips, and much more. Students choose two noncredit courses. This program is open to rising seventh- through ninth-grade students. Scholarship assistance is available to students who demonstrate financial need.

For more information on our pre-college programs:

Contact: Becki Baker
Phone: 314-935-4807
Email: b.baker@wustl.edu
Website: http://summerexperiences.wustl.edu

Undergraduate Honors Program

The University College Honors program provides students with multiple opportunities to deepen and extend their knowledge, earn scholarships and academic awards, and join a community of intellectually and socially engaged adults. The most prestigious distinction is Latin Honors: Students do research in their field of study and graduate summa cum laude, magna cum laude, or cum laude. Students should speak with an academic
adviser about tailoring an honors experience that meets their learning goals.

For more information about the Undergraduate Honors program:

Contact: Elisa Wang
Email: elisa.wang@wustl.edu
Website: http://ucollege.wustl.edu/programs/all/undergraduate-honors

Undergraduate Visiting Student Program

The Undergraduate Visiting Student Program in Arts & Sciences at Washington University in St. Louis provides an opportunity for qualified individuals to register for undergraduate day courses in Arts & Sciences on a non-degree basis. This program is coordinated by University College, the evening and continuing education division of Arts & Sciences at Washington University. The program is designed for:

• Individuals who are currently undergraduate degree candidates in good standing from other colleges or universities who wish to take a leave of absence from their home institutions and enroll in undergraduate day courses at Washington University.
• Individuals who wish to enroll in undergraduate day courses for personal enrichment or professional development.

Permission to register under this arrangement does not constitute admission to a degree program at Washington University. However, qualified visiting students may apply for admission at a future date to one of the degree-granting divisions of the university. Courses taken during visiting status may be applied to a degree program at Washington University only if authorized by the appropriate academic division.

Students seeking admission to an undergraduate degree program at Washington University should contact the Office of Undergraduate Admissions, 314-935-6000. Students seeking admission to a graduate degree program in Arts & Sciences at Washington University should contact the Office of the Graduate School, 314-935-6880. Individuals wishing to pursue non-degree course work in art, architecture, business, or engineering should contact those schools directly for information relating to non-degree study. High school students wishing to pursue non-degree course work at Washington University should contact the High School College Access Program, 314-935-4807.

Policies and Procedures

• Eligibility for visiting student status includes current matriculation in good standing (for students currently attending another college or university), completion of at least one semester of full-time study (12 or more units) at another accredited college or university, and a 3.0 minimum grade point average in previous college work.
• Undergraduate visiting students may register for a maximum of 12 units of course work during a single semester.
• Undergraduate visiting students are eligible to register for a maximum of two semesters of full-time study at Washington University, pending approval by University College.
• All course enrollments are on a space-available basis and subject to instructor and University College approval.
• Undergraduate visiting students register for courses through University College and pay tuition and course-related fees in full at the time of registration.
• Visiting students are not eligible for federal or institutional financial assistance.
• International students are eligible to apply for non-degree study as an Undergraduate Visiting Student if they already hold a visa that permits part-time study. International students holding a B-2 or F-2 visa are only permitted to register for courses that are recreational or avocational.

Housing

On-campus housing is not available to visiting students. Off-campus housing, however, is available. For more information about housing options please contact the Office of Residential Life (http://reslife.wustl.edu), 314-935-5050; or Quadrangle Housing (https://quadrangle.wustl.edu), 314-935-9511.

Website: http://ucollege.wustl.edu/
Summer School

The Summer School at Washington University offers courses for both the College of Arts & Sciences and University College in order to meet the goals and interests of a variety of student populations, from the pre-college learner to the nontraditional adult. Administered primarily by University College, the Summer School runs day and evening courses, workshops and institutes for current and visiting students. Summer School courses are scheduled over five separate sessions, many in flexible, hybrid, or online formats.

Fudan at Washington University Summer Program

Washington University welcomes students from Fudan University to participate in the Fudan at Washington University Summer Program. Students enroll in two courses, live in a residence hall with other students from around the world, and attend various programmed activities designed to introduce them to St. Louis and American culture. For more information, visit our Fudan at Washington University Summer Program website (http://pages.wustl.edu/fudansummer) or call 314-935-4695.

Master of Science in Biology for Science Teachers

This two-year program is designed to fit the schedules of working teachers. It consists of two summer institutes, three weeks each, in residence at Washington University. The remaining course work during the academic years will be completed online. For more information, visit our MS in Biology for Science Teachers webpage (http://summerschool.wustl.edu/programs/master-science-biology-science-teachers) or call 314-935-8974.

International Summer Study

Undergraduate university students from around the world join us each year for International Summer Study. Current undergraduate students can participate in our five-week program, taking two courses, attending social and cultural events, and meeting with university deans and directors. Our small courses and friendly campus provide the ideal introduction to American education. For more information, visit our International Summer Study webpage (http://summerschool.wustl.edu/international) or call 314-935-4695.

Summer Writers Institute

The Summer Writers Institute brings together some of the brightest and most accomplished writers from St. Louis and beyond. The two-week program features workshops in various genres from personal narrative to poetry, readings, craft talks, individual conferences with instructors, and a final open mic. Kept to small enrollments to encourage dynamic discussions, the Institute allows students to hone their craft and explore new approaches. Workshops are led by professional, published writers who are experts in their fields and accomplished in providing constructive critique. For more information, visit our Summer Writers Institute webpage (http://summerschool.wustl.edu/swi) or call 314-935-4695.

WUSTL-ALLEX Intensive Chinese and Japanese Language Institutes

Students jump-start Chinese and Japanese language proficiency in this seven-week, 4-unit program. Small classes are taught by master professors representing many of the country’s preeminent Asian language programs, as well as native speakers from China, Taiwan and Japan. With two teachers for every language student, the program features frequent and meaningful cultural exchanges in the target language and teaches students to speak and act in a culturally appropriate way. For more information, visit our Intensive Chinese & Japanese Institutes webpage (https://summerschool.wustl.edu/chinese-and-japanese) or call 314-935-4695.

WUSTL-ALLEX Chinese and Japanese Teacher Training Institute

Post-baccalaureate students from China, Japan and Taiwan study Chinese and Japanese pedagogy in this seven-week, 4.5-unit program. After learning from master professors, students go on to colleges and universities across the country to launch or enhance Chinese and Japanese language programs. For more information, visit our Intensive Chinese & Japanese Institutes webpage (https://summerschool.wustl.edu/chinese-and-japanese) or call 314-935-4695.

Additional Information

For more information on the summer programs above:

Contact: Christina Zebrowski
Phone: 314-935-4695
Email (clzebrow@wustl.edu)
Summer School Website (http://summerschool.wustl.edu)

Pre-Collegiate Summer Experiences

The Pre-Collegiate Summer Experiences at Washington University in St. Louis offer a variety of summer programs for academically advanced middle and high school students. For more information, visit our Summer Experiences website (https://summerexperiences.wustl.edu) or call 314-935-4807.

High School Summer Scholars Program

The High School Summer Scholars Program, open to rising juniors and seniors, allows students to experience all the facets of college life. As a participant in this selective five-week program, students live on campus, enroll in courses, and study
alongside undergraduates. Students choose from a broad range of courses as well as our 1-unit, noncredit college success workshops. Students meet daily in academic support groups that develop students' skills in time management, presentations, and research methods. In addition to course work, students enjoy a variety of educational, social, and cultural opportunities with fellow students from across the country and around the world. Scholarship assistance is available to students who demonstrate financial need.

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**For more information on our pre-college programs:**

**Contact:** Becki Baker  
**Phone:** 314-935-4807  
**Email:** b.baker@wustl.edu  
**Website:** [http://summerschool.wustl.edu](http://summerschool.wustl.edu)
Online Learning

University College offers a diverse array of fully online and blended online (hybrid) courses. Online course options are available each term for most degree and certificate programs. Blended online courses combine on-campus class meetings with online activities and resources.

University College online courses are distinguished by small class sizes; students engage directly with faculty. Online courses can be accessed at convenient times. Instructors will assign weekly deadlines, keeping students motivated and on-pace. Instructors may also occasionally offer live online office hours or discussion sessions.

For information about online learning in University College, including course and degree program options, visit our Online Courses & Programs (http://ucollege.wustl.edu/programs/online) webpage.
Noncredit Programs

In addition to earning academic credit through University College, there are opportunities for personal enrichment and professional development through a number of noncredit options. For more information, please call 314-935-6700 or visit the University College website (http://ucollege.wustl.edu).

Special Audit & Day Audit Programs

Special Audit Program

Students may audit a wide selection of undergraduate courses in University College for $350. The Special Audit option makes it easier than ever for students to challenge themselves to high-quality continuing education at Washington University in St. Louis.

All University College courses available on the Special Audit basis are noted as "SA" in the course listings. Courses taken as Special Audit do not appear on a Washington University transcript. Courses taken on a Special Audit basis do not carry academic credit and do not apply to degree requirements in a University College program of study.

Day Audit Program

Adult students may audit selected undergraduate day courses in the College of Arts & Sciences for $350 on a noncredit, space-available basis. The Arts & Sciences Day Audit Program is designed for personal enrichment, and courses taken through this program do not receive a grade, do not receive credit toward a degree or certificate program, and do not appear on a Washington University transcript.

MLA Saturday Seminar Series

The MLA Saturday Seminars, held each spring and sponsored by the Master of Liberal Arts Program in University College, showcase Arts & Sciences faculty who explore a common theme from different perspectives and academic disciplines. The seminars are offered free of charge to the public.

Science Saturdays

University College and the Department of Physics invite everyone to join Washington University scholars and teachers as they explore the frontiers of science. The lecture series, scheduled in both fall and spring semesters, are offered free of charge to the public.

Lifelong Learning Institute

The Lifelong Learning Institute (LLI) at Washington University in St. Louis is a community outreach education program for seniors aged 55 and over that offers a variety of noncredit academic courses. Study groups are not for credit; there are no exams and no grades. Nevertheless, all members of this learning community take their responsibilities seriously; student participation is an essential element in our continuing vitality. LLI features offerings in art and architecture, contemporary issues, creative writing, economics, film studies, history, literature, math/science/technology, music and philosophy. Knowledgeable members plan, develop and present the courses and related field trips, workshops, and cultural and social events.

Most subjects are offered in three eight-week regular terms (fall, winter and spring) and one four-week summer session. A few special-interest group courses continue year-round. Those who enroll as annual members are entitled to take two eight-week courses or one eight-week and two four-week courses in each of the fall, winter and spring terms. Those who do not choose annual membership can enroll in individual four- and eight-week courses. Classes meet at Washington University's West Campus in the building on the northwest corner of Forsyth and Jackson streets (9 North Jackson) in Clayton. There are elevators between the upper garage floors and the classroom floor on the street level. For more information and to be put on the mailing list, visit the Lifelong Learning Institute website (http://lli.wustl.edu) or call 314-935-4237.
Academic Policies

Students are required to satisfy all degree, major, and other program requirements as published in the Bulletin and on the University College website at the date of admission to a University College program of study, with a 10-year statute of limitations. If any changes are made to degree, major, and other program requirements prior to June 29, 2018, and noted on the University College website, students who have been admitted to a program of study prior to these changes being made may retain the requirements associated with the original program as printed in the Bulletin or, with University College authorization, may make appropriate changes to their original program of study in order to adapt to newer requirements. Students admitted to a program of study after program changes are made are required to meet the new requirements and not the original requirements as posted in the Bulletin.

If a student has been away from University College for 10 or more years and the original degree or major is no longer offered, the student must select a new, currently offered major and program of study. If a student has been away from University College for 10 or more years and the original degree or major is currently offered but has changed, University College will first review the requirements associated with the original program and, in consultation with the student and relevant academic departments, select degree and major requirements, including appropriate course substitutions from either the original or current program.

Courses

The number of units assigned to each class is noted in the semester Course Schedule. Courses numbered 100(0)-399(9) carry credit toward an undergraduate degree. Courses numbered 400(0)-499(9) normally carry undergraduate or graduate credit. Graduate-level courses numbered 500(0) and above are open only to students admitted to a graduate program or by permission of the instructor and the program director.

Grades

University College's grading system is based on a rated 4.0 scale. The scale and grade points per unit of academic credit for each letter grade are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit awarded, but work was not subjected to more precise evaluation</td>
</tr>
<tr>
<td>NCR</td>
<td>No credit/student's work was not satisfactory</td>
</tr>
<tr>
<td>N</td>
<td>No grade received by the Registrar's Office by the grading deadline</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete/semester's work not finished, including failure to complete final exam</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal/student withdrew from course prior to completion</td>
</tr>
<tr>
<td>R</td>
<td>Repeat/course has been retaken</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory, used almost exclusively for semester hours earned for research</td>
</tr>
<tr>
<td>L</td>
<td>Audit/student satisfactorily audited the course throughout the semester</td>
</tr>
<tr>
<td>Z</td>
<td>Audit/student did not satisfactorily audit the course</td>
</tr>
</tbody>
</table>

These grading policies apply to all University College courses. Only courses taken for a letter grade may be applied to a graduate program of study. Courses taken as Pass/Fail or Audit will not count toward a graduate program of study. Grades below C- will not count toward a graduate program of study. Students are responsible for knowing the specific grading criteria and course requirements set by individual instructors. Grades are posted online at the end of the semester. No grades are given by telephone or orally in the office.

Students may choose among four grading options at the time of registration: a letter grade, Credit/No Credit (also referred to as Pass/Fail), Audit, or Special Audit. Changes from one option to another must be made by the dates indicated in the calendar printed each semester in the University College Course Schedule and our online academic calendar (http://ucollege.wustl.edu/events/academic-calendar). Students must select the grade option at the time of registration, and any changes must be made according to the dates published in the semester Course Schedule. Grade option changes are not permitted after a semester is over.

The Credit/No Credit option, available for certain courses, allows students to enroll in courses on a Pass/Fail basis. Under this option, students receive credit for courses satisfactorily completed, but a grade is not assigned or calculated in the student's cumulative grade point average. The standards for receiving Credit are at the discretion of each individual instructor. Undergraduate degree candidates may enroll in no more than 10 percent of their credits taken at Washington University under this option. Courses intended to satisfy the basic and advanced
writing requirements for the Associate in Arts and Bachelor of Science degrees, courses in the major and minor, and courses specific to a graduate degree or any certificate are excluded from the Credit/No Credit option. Graduate schools and current employers may require specific letter grades rather than Credit only. A specific grade may also be required as a prerequisite for more advanced course work in that subject area. A few courses particularly designated by departments may require enrollment on a Credit/No Credit basis, in which case the course would not be included in the 10 percent limit.

The Audit grade may be chosen if a student wishes to have the registration and grade for a course recorded on an official transcript, but does not seek academic credit for the course. Students must meet the requirements established by the instructor to successfully audit a course. As an auditor, normally students are required to attend and participate in a course, but are not required to complete all written assignments and examinations. The Special Audit is offered only for a selected number of University College courses in the fall and spring semesters. Courses taken as Special Audit will not appear on a Washington University transcript, and a grade report is not issued. Courses taken on a Special Audit basis do not carry academic credit and do not apply to degree requirements in a University College program of study. Special auditors attend lectures and discussions, but are not required to complete written work.

A grade of I (Incomplete) indicates that the instructor has agreed to withhold a final grade pending the completion of a small portion of required work normally due at the end of a semester. Students experiencing a medical or personal problem that makes timely completion of course work difficult or unlikely may request a grade of Incomplete from the instructor prior to the end of the semester. If the instructor consents, an Incomplete Agreement form must be completed. Sixty days after the end of a semester, a grade of Incomplete without an incomplete Agreement form will be converted to F. For undergraduate students, if the work is not completed within a period of one calendar year the grade of I will be changed to F. For graduate students, if the work is not completed within a period of one calendar year, the grade of I will remain a permanent grade. Future enrollment may be withheld for University College students who have accumulated more than 9 units of incomplete work within the previous two years.

A grade of N indicates that no grade has been received by the Registrar's Office by the grading deadline. Sixty days after the end of a semester, a grade of N will be converted to F. Continuing Master's Research is the only exception to the above policy, in which case the permanent grade is N.

**Transfer Credit**

University College will accept undergraduate transfer credits from other accredited institutions for courses that are comparable to those offered at Washington University. Transfer credit may satisfy distribution requirements of University College and may fulfill a portion of the major requirements. A maximum of 84 units may be transferred for the Bachelor of Science degree; a maximum of 66 units will be accepted from a junior or community college. A maximum of 24 units may be transferred for the Associate in Arts degree. No more than 6 units may be transferred into a graduate degree program in University College. Transfer credit will not be given for internships and independent studies, nor will it be given for grades below C received at other institutions.

The combined total number of units accepted in transfer credit for College-Level Examination Program, Advanced Placement, and International Baccalaureate may not exceed 30. Transfer credit for study abroad must be preapproved by University College and the Office for International Students and Scholars. Students who receive a grade of C- or lower in EComp 101 Principles of Writing taken at University College must repeat the course. Students who receive a grade of C- or lower in EComp 203 Critical and Researched Writing taken at University College must, in consultation with the Department of English and University College, choose between two options to satisfy the requirement: 1) repeat the course; or 2) complete a 3-unit composition tutorial with a grade of C or higher. Transfer credit for EComp 101 Principles of Writing may be granted for a grade of B or higher. EComp 203 Critical and Researched Writing and the 300-level or higher advanced writing requirement are required of all undergraduate degree candidates, and these courses must be taken at Washington University with a grade of C or higher. Students may still receive transfer credit for a second-level basic writing course; however, that will count as elective credit and they still will be required to take EComp 203 Critical and Researched Writing. A student who transfers English Composition courses from another college or university must consult an academic adviser at University College, who will provide options for completing requirements. To receive transfer credit, a student must be admitted to a University College degree or certificate program and submit official transcripts from all institutions previously attended. All records must be in English. International records must be evaluated for transfer credit by an accredited transcript evaluation agency. Advisers will evaluate transcripts to determine transfer credit and remaining course requirements toward a University College degree or certificate.

**Advanced Courses**

Students must complete a minimum of 30 units of advanced (300-400) courses at Washington University in order to receive the Bachelor of Science degree.

**Overlap Policy**

If a student has two majors, each major's upper-level units of credit must be independent of the other (i.e., no double counting of upper-level units required for the majors is permitted). Prerequisite courses at the 100- or 200-levels may count for both majors. Should the same upper-level course satisfy a
requirement in more than one of a student's major programs, a departmentally sanctioned upper-level elective must be chosen to replace the course in one of the programs. If a student has a major and a minor, overlap is allowed provided there are at least 9 unique units in the minor. Major or minor course work may be applied to distribution requirements for general education. If a student is pursuing a bachelor's degree and a certificate, overlap is allowed between the major and certificate provided there are at least 9 unique units in the certificate. (The exception to this restriction on certificates applies to sequential programs of the same name, in which case all certificate courses may apply to the next-level program.) A single course can count toward any two of the following categories without restriction: 1) major requirements; 2) basic requirements for numerical applications or non-Western culture; 3) distribution requirements.

Residency Requirement
The final 36 units of course work toward the Associate in Arts degree or the Bachelor of Science degree must be completed at Washington University. At least half of the credits for the concentration (Associate in Arts) or major (Bachelor of Science) must be completed at Washington University. Students with a gap in their studies at University College for more than 10 years are required to meet the 36-unit residency requirement upon return. Fully online and blended online courses taught at Washington University will count toward the residency requirement in University College.

Repeating a Course
Students may repeat a course in which a grade of D or F was received (including 100- to 200-level courses with University College authorization), in which case only the most recent grade will be included in calculating the student's grade point average. Departmental permission is required. All enrollments will appear on the student's transcript, but the symbol “R” will replace the earlier grade for a repeated course if the grade in the second enrollment is equal to or higher than the grade in the first enrollment. A course may be repeated only once for credit.

Satisfactory Academic Progress, Academic Probation, and Suspension
To remain in good academic standing, an undergraduate student must maintain a 2.0 grade point average, a graduate student must maintain a 3.0 grade point average, and graduate certificate students must maintain a 3.0 grade point average. Additionally, in considering good academic standing, University College may take into account the extent to which a student's educational and professional goals are consistent with the aims of the program to which the student is admitted. A student whose previous semester's work is unsatisfactory, or whose cumulative record is unsatisfactory, or who has a history of failure to complete course work without adequate reason may be placed on academic probation. Students placed on academic probation are not in good academic standing. Probationary status serves to warn a student who is not making satisfactory progress. Unless the quality of work improves during the next semester, a student may be suspended or dismissed from the program and future enrollment may not be allowed. University College reserves the right to cancel the registration of students who have been placed on academic suspension or dismissed. Subsequent re-admission will be determined on an individual basis.

Intent to Graduate and Commencement
All degree and certificate candidates must complete the Intent to Graduate form before their last semester. Candidates may file online or on paper. Forms and instructions with deadline dates are available in the University College office. Students are responsible for meeting the deadline for filing the Intent to Graduate. All graduates are invited to Commencement and recognition ceremonies in May when degrees are conferred and certificates presented.

Independent Study, Directed Research, and Internships
Through independent study or directed research, students may pursue topics of special interest under the supervision of a member of the faculty. Internships offer opportunities to apply classroom theory and concepts to practical work situations and to explore possible career directions. Students must submit a completed Independent Study form or Internship Learning Agreement to the University College office before registering. A maximum of 6 units of credit in independent work, including internships and study abroad, may count toward the Associate in Arts and Bachelor of Science degrees for students who complete 60 units or less at Washington University; students who earn more than 60 units at Washington University may do up to 9 units of independent work. No more than 6 units of independent study, including internships and study abroad, may be applied toward the major, and no more than 6 units of independent study may be attempted in a single semester.

No more than 6 units of independent study may be applied toward a Master of Arts, Master of Science, or Doctor of Liberal Arts. No more than 6 credits of independent study may be applied toward a certificate program which requires 19 units of credit or more. No more than 3 credits of independent study may be applied toward a certificate program which requires 18 units of credit or less.

ACTRAC Accelerated Option
ACTRAC, the accelerated study option in University College, is available in most undergraduate majors and selected other courses for qualified students. Students choosing ACTRAC...
may receive one additional credit in a designated 300- or 400-level course by arranging with the instructor to do additional reading, research, and writing. ACTRAC requirements include admission to a University College undergraduate degree program, successful completion of at least 12 credits, completion of a college-level English composition course with a grade of B or better, 3.0 minimum grade point average, and University College verification and authorization. Students are charged tuition for 4 credits for an ACTRAC course.

Minor

A minor in University College consists of a minimum of 15 units of authorized course work in selected academic disciplines or interdisciplinary programs in University College. The course requirements for a minor are determined by each department or program. At least 9 units must be advanced course work (300-level or above), and at least 6 of the 9 units in advanced course work must be completed at University College. A maximum of 3 units of transfer credit may be applied to the minor. A minor is available only to students admitted to a University College Bachelor of Science degree program. Course work taken as part of the minor may fulfill distribution requirements, but at least 9 units must be distinct from the major. Only courses receiving a grade of C- or higher will be applied to the minor. In order to be awarded the minor, students must earn a cumulative grade point average of 3.0 or higher in all courses taken toward the minor. To declare a minor, students must submit a completed “Minor” form to an academic advisor in University College before beginning the final semester.

College-Level Examination Program (CLEP)

University College will grant credit to students for successful completion of selected College-Level Examination Program (CLEP) tests. University College does not award academic credit for experiential learning or community and business activities other than through CLEP examinations. For more detailed information about eligibility, selected exams, exam administration, minimum scores, and all other CLEP matters, contact University College at 314-935-6700 or visit the University College website (http://ucollege.wustl.edu).

Advanced Placement Credit

Students may receive a total of 15 units of advanced placement credit from standardized placement tests that were completed prior to being admitted to a University College undergraduate degree program. Units earned through advanced placement may apply toward University College distribution requirements. In order to receive advanced placement credit, submit official score reports from Advanced Placement Examinations, College Board Achievement and Aptitude Tests, the International Baccalaureate (higher levels), and British A-level examinations. The combined total number of units accepted in transfer credit for online courses, College-Level Examination Program, Advanced Placement, and International Baccalaureate may not exceed 30.

Student Academic Records

A permanent record of courses, grades and credit for each student is maintained in the Office of Student Records, which will issue official transcripts upon written authorization by the student. Transcript requests must include student’s name, student number, date of birth, and approximate dates of attendance. Student records may be reviewed online on WebSTAC (https://acadinfo.wustl.edu). The Family Educational Rights and Privacy Act of 1974 (FERPA) provides current and former students of the university with specific rights of access to and control over their student record information. A copy of the university policies and procedures regarding educational records and the release of student record information may be obtained from the Office of Student Records.

Academic Integrity

All University College students are governed by the University Student Judicial Code to ensure “the protection of the campus community and the maintenance of an environment conducive to learning and inquiry.” Among the forms of misconduct covered in the University Student Judicial Code is academic misconduct, “including, but not limited to, cheating, plagiarism, fabrication of data or records, unpermitted collaboration on assignments, misrepresentation of student status, résumé falsification, or otherwise violating the Academic Integrity Policy. Knowingly making false allegations of academic misconduct against any student will itself be considered a form of academic misconduct.”

All University College undergraduate students — part-time, full-time, degree-seeking, and non-degree — are governed by the Undergraduate Student Academic Integrity Policy and the University College Undergraduate Student Academic Integrity Policy. If a student subject to the Washington University Undergraduate Student Academic Integrity Policy is alleged to have committed a violation of academic integrity, the case will generally be reviewed by the school or college in which the class is listed and taught, not the school in which the student is enrolled, though all violations and sanctions will also be reported to the student’s college of enrollment. All allegations of violations of academic integrity concerning visiting students in University College, whether during the summer or academic year, should be referred to the academic integrity officer in University College and are exceptions to the above rule. Violations of the Undergraduate Student Academic Integrity Policy include plagiarism, cheating on an examination, copying or collaborating on assignments without permission, fabrication or falsification of data or records, and other forms of deceit, dishonesty, or inappropriate conduct. Please refer to the detailed Undergraduate Student Academic Integrity Policy at Washington University for definitions and examples of each of these categories.
All University College graduate students are subject to the Graduate School Academic and Professional Integrity Policy for Graduate Students and the University College Graduate Student Academic and Professional Integrity Policy. If a student enrolled in a graduate program administered through University College takes a course through University College and is accused of an academic integrity violation in that course, the student will be subject to the University College Graduate Student Academic and Professional Integrity Policy. Note that those students enrolled in another graduate or professional school at Washington University will be subject to the academic and professional integrity policies and procedures applicable to their respective school. For example, if a student enrolled in the Graduate School also takes a course through University College and is accused of an academic integrity violation in that course, the student will be subject to the Graduate School Academic and Professional Integrity Policy for Graduate Students. Violations of the Graduate Student Academic and Professional Integrity Policy include plagiarism and other misappropriation of the work of another, cheating, copying or collaborating on assignments without permission, fabrication or falsification of data or records, research misconduct, obstruction of the academic activities of another, abuse of confidentiality, and other forms of deceit, dishonesty, or inappropriate conduct. Professional integrity violations consist of behavior that is inconsistent with ethical standards in the professional roles for which the student is being trained that are not covered by policies governing academic integrity. Please refer to the detailed Graduate School Academic and Professional Integrity Policy for Graduate Students for definitions and examples of each of these categories.

All violations of academic integrity will be reported to and investigated by the academic integrity officer in University College. If it is determined that a student has acted dishonestly, or even if a student has admitted the charges prior to a formal investigation or hearing, an appropriate sanction will be imposed including, but not limited to, automatic failure of the assignment or course or, in the case of serious or repeat violations, suspension or expulsion from the university. Withdrawing from a course will not prevent the dean from imposing or recommending sanctions.

Academic Advising and Academic Support Services

University College recognizes the rich array of backgrounds and experiences adult learners bring to the classroom and is aware that adults entering or returning to higher education may need academic counseling, guidance and special services. Information on University College degree and certificate programs and courses is available on the University College website (http://ucollege.wustl.edu). Students are encouraged to meet with an academic adviser to discuss academic goals and interests prior to submitting an application for admission. Advisers are available to provide guidance and information about admissions, transfer and registration procedures, academic and degree requirements, course selection, special programs, student services, and other facets of Washington University. After being admitted to a degree or certificate program, students should consult with the adviser on a regular basis to discuss course sequences, degree requirements, policies, and other important information related to the particular program of study. It is the responsibility of the student to arrange for these periodic conferences. For information about advising and all student services, call the University College Office of Admissions and Student Services, 314-935-6777, or visit the University College website (http://ucollege.wustl.edu).

Honors & Awards

Undergraduate Honors Program

The University College Honors program provides students with multiple opportunities to deepen and extend their knowledge, earn scholarships and academic awards, and join a community of intellectually and socially engaged adults. The most prestigious distinction is Latin Honors: Students do research in their field of study and graduate summa cum laude, magna cum laude, or cum laude. Students should speak with an academic adviser about tailoring an honors experience that meets their learning goals.

Alpha Sigma Lambda

Alpha Sigma Lambda, the national honorary society for part-time evening students, is available to qualified University College students. To be eligible for membership, a student must have earned a grade point average of at least 3.5 in a minimum of 24 units of course work in residence, toward a degree in University College with at least 12 units in liberal arts and sciences.

Phi Beta Kappa

For more than 200 years, election to Phi Beta Kappa has been a distinctive recognition of intellectual accomplishment in the liberal arts and sciences. Candidates for Phi Beta Kappa should have demonstrated superior scholarship as well as breadth and depth of interest in the liberal arts. Study of a foreign language and of mathematics, while not required, strongly enhances candidacy. Additionally, at least 112 credits must be completed by the end of the fall semester, at least 45 of which must be earned at Washington University.

Dean’s List

Recognition on the Dean’s List is given to students who are undergraduate degree or certificate candidates in University College who have completed a minimum of 6 units of course work at Washington University in the preceding fall or spring semester with at least a 3.6 grade point average.
Final Honors
Undergraduate degree recipients with superior records will be recognized with Final Honors at the time of graduation. Final Honors are calculated by a formula based on number of credits and grades earned in University College.

Dean's Award for Academic Excellence
The Dean's Award for Academic Excellence is given to one or more graduating undergraduate students with outstanding academic records, measured by, but not limited to, the grade point average.

Dean's Award for University Service
The Dean's Award for University Service is awarded to one or more graduating students who have made a significant contribution to University College and Washington University in areas beyond academic performance.

Dean's Faculty Award
The Dean's Faculty Award is normally given to a University College instructor with many years of service to recognize excellence in teaching and dedication to University College students.
Tuition & Financial Information

At University College, a world-class education is within your reach. With tuition rates that are surprisingly affordable and competitive among other private colleges and universities in the St. Louis area, University College is designed to meet the educational needs of those who are seeking to expand their professional knowledge, earn a degree or certificate, or help lifelong learners explore new fields and interests.

Tuition and Fees

Tuition rates for University College graduate and undergraduate courses can be found in the fall, spring, and summer Course Schedules and online on our Tuition & Financial Aid webpage (http://ucollege.wustl.edu/tuition-aid). Tuition and lab or materials fees vary according to course and program.

Tuition Payment

All tuition and fees must be paid in full at the time of registration. Acceptable methods of payment include cash, check, credit card, approved financial aid, and approved employer tuition reimbursement plans.

Refunds

All refunds are calculated from the date on which the student completes a course change form (PDF) (http://ucollege.wustl.edu/files/ucollege/Documents/Forms/Courses/course-change-form.pdf) online. If the original payment was made by credit card, a refund will be applied to the student's credit card. Otherwise, a check will be generated for the refund amount. Check refunds can be picked up at the Student Financial Services office (https://sfs.wustl.edu/Pages/default.aspx) in North Brookings. Checks not picked up within two weeks are mailed to the student's local address.

University College grants full refunds to individuals called to active military duty.

More information can be found in the fall, spring, and summer Course Schedules and on our Refund Policies & Deadlines webpage (http://ucollege.wustl.edu/tuition-aid/tuition/refunds).

Financial Assistance

University College students — part-time and full-time — who are enrolled in a degree or certificate program may be eligible for financial assistance in the form of grants, loans, and scholarships. Students can learn more about financial assistance options and obtain the appropriate forms by visiting our Financial Aid webpage (http://ucollege.wustl.edu/tuition-aid/financial-aid) or by contacting the financial aid coordinator in University College at 314-935-6742. If students receive any type of financial assistance through University College, they must meet the academic standing and satisfactory progress requirements as defined by the particular assistance program and Student Financial Services.

Satisfactory Academic Progress

Federal and state regulations require that educational institutions measure students’ academic progress toward a declared educational objective. To remain eligible and retain disbursed federal and state financial aid, students must maintain satisfactory academic progress (SAP). To remain in good standing, students must satisfy the following requirements: Undergraduate students must be on pace to complete their program by attempting no more than 150 percent of the credits required to meet their program requirements with a C (2.0) minimum grade point average; graduate students must be on pace to complete their program by attempting no more than 150 percent of the credits required to meet their program requirements with a B (3.0) minimum grade point average. In addition, all students receiving financial aid are reviewed on a case-by-case basis to ensure a significant portion of enrolled courses have been successfully completed.

Other Financial Assistance and Payment Options

Half Tuition for Individuals 60 and Over: This discount applies to most University College for-credit courses. Verification of age must be provided at the time of registration.

Washington University Employees: Washington University provides its employees with tuition assistance to foster their continuing education. Full-time employees with one year of service are eligible for 100 percent tuition remission on for-credit undergraduate courses and 50 percent tuition remission on for-credit graduate courses starting after 4 p.m. Remission covers a maximum of 7 credits per semester, and the student must obtain a passing grade to retain the tuition remission. For more information, visit our Employee Tuition Assistance webpage (https://ucollege.wustl.edu/tuition-aid/financial-aid/assistance-remissions/washu-employees).

Postdoctoral Appointees: Postdoctoral appointees appointed under the Postdoctoral Education Policy (effective July 1, 2004) having the titles of Postdoctoral Research Associate or Scholar are eligible for the Postdoctoral Tuition Plan. Remission covers a maximum of 4 credits per semester and must be undergraduate level (400 and below) and for career development purposes only. A passing grade in the course is required to retain the tuition remission. For more information, visit our Employee Tuition Assistance webpage (https://ucollege.wustl.edu/tuition-aid/financial-aid/assistance-remissions/washu-employees).

Company-Sponsored Tuition Payment Plans: Many companies in the St. Louis area pay all or part of their employees’ tuition. Individuals should contact their supervisor or human resources department at their place of employment to determine if a tuition reimbursement plan is available. If their employer agrees to pay
all or part of their tuition, they should submit their company’s tuition reimbursement policy, verification of their eligibility, and the University College Intent to Pay form. Payment is due approximately 30 days after the end of the semester. This payment option is not available during the summer. For more information, visit our Tuition & Fees webpage (http://ucollege.wustl.edu/tuition-aid/tuition).

**St. Louis Area City & School District Tuition Assistance:** City of Clayton, City of St. Louis, and University City employees, and St. Louis city and county school district and charter school teachers and staff are eligible to take classes at a substantially reduced rate. Learn more about the St. Louis Area City & School District Tuition Assistance program (https://ucollege.wustl.edu/tuition-aid/financial-aid/assistance-remissions/stl-city-school-district).

**Veterans:** Individuals attending under the VA program must submit a Certificate of Eligibility, and those using Post 9/11 benefits must apply or be accepted to a degree or certificate program. University College participates in the Yellow Ribbon GI Education Enhancement Program, established in 2008. Those who qualify for the Yellow Ribbon benefits can attend University College full time with no out-of-pocket expenses for tuition and mandatory fees. For more information, visit our Veterans Benefits webpage (http://ucollege.wustl.edu/tuition-aid/financial-aid/veterans-benefits).
Administration

Mark Rollins (http://ucollege.wustl.edu/about/faculty-staff/mark-rollins)
Dean

Patricia Matthews (http://ucollege.wustl.edu/about/faculty-staff/pat-matthews)
Associate Dean for Academics

Beth Landers (http://ucollege.wustl.edu/about/faculty-staff/beth-landers)
Director of Summer School and Assistant Dean

Elizabeth Fogt (http://ucollege.wustl.edu/about/faculty-staff/elizabeth-fogt)
Director of Advising and Student Services

Karen Novak (http://ucollege.wustl.edu/about/faculty-staff/karen-novak)
Director of Administration, Finance, and Operations

Maria Hunter (http://ucollege.wustl.edu/about/faculty-staff/maria-hunter)
Registrar

Catherine Compton (http://ucollege.wustl.edu/about/faculty-staff/katie-compton)
Executive Director, Lifelong Learning Institute

Shawn Cummings (http://ucollege.wustl.edu/about/faculty-staff/shawn-cummings)
Academic Advisor; Pre-Health Coordinator

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Academic Advisor; Student Services Coordinator

Natalia Kolk (http://ucollege.wustl.edu/about/faculty-staff/natalia-kolk)
Academic Advisor; Recruitment Coordinator
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