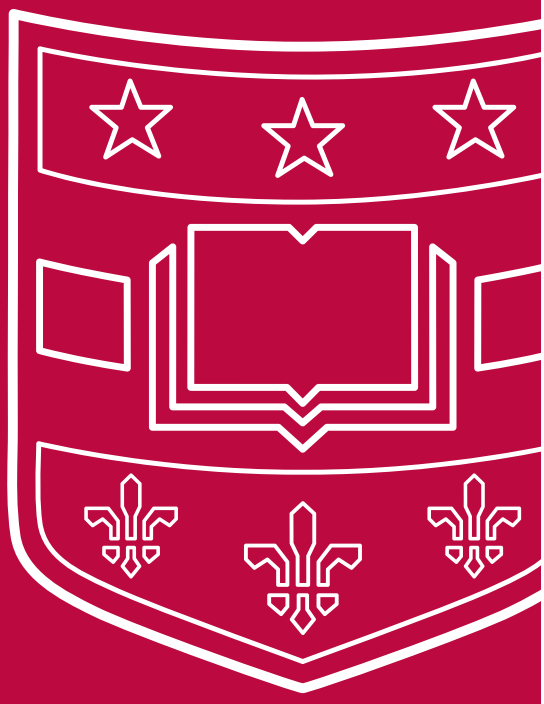
2016-17 Bulletin

University College

Washington University in St. Louis



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About This Bulletin

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

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 2016-17 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:

- Architecture & Urban Design (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2016-17_grad_architecture.pdf)
- Art (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2016-17_grad_art.pdf)
- Arts & Sciences (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2016-17_graduate_school.pdf)
- Engineering & Applied Science (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2016-17_grad_engineering.pdf)
- University College (undergraduate and graduate) (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2016-17_university_college.pdf)

The degree requirements and policies in the *2016-17 Bulletin* apply to students entering Washington University during the 2016-17 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 (September 30, 2016). 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). Questions concerning the *Bulletin* may be addressed to bulletin_editor@wustl.edu.

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

- The Brown School (http://brownschool.wustl.edu)
- Olin Business School (http://olin.wustl.edu)
- School of Law (http://law.wustl.edu/academics)
- School of Medicine (http://bulletinoftheschoolofmedicine.wustl.edu)

About WUSTL

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 page (http://wustl.edu/about/facts) of our website.

Enrollment by School

For enrollment information, please visit the University Facts page (http://wustl.edu/about/facts/#students) 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 are detailed on the university website (http://wustl.edu/about/leadership).

Academic Calendar

Fall Semester 2016

Date	Day	Description
August 29	Monday	Classes begin
September 5	Monday	Labor Day holiday
October 15-18	Saturday-Tuesday	Fall Break
November 23-27	Wednesday-Sunday	Thanskgiving Break
December 9	Friday	Last day of classes
December 12-14	Monday-Wednesday	Reading Days
December 15-21	Thursday-Wednesday	Final Examinations

Spring Semester 2017

Date	Day	Description
January 16	Monday	Martin Luther King Jr. holiday
January 17	Tuesday	Classes begin
March 12-18	Sunday-Saturday	Spring Break
April 28	Friday	Last day of classes
May 1-3	Monday-Wednesday	Reading Days
May 4-10	Thursday-Wednesday	Final Examinations
May 19	Friday	Commencement

Summer Semester 2017

Date	Day	Description
May 22	Monday	First Summer Session begins
May 29	Monday	Memorial Day holiday
July 4	Tuesday	Independence Day holiday
August 17	Thursday	Last Summer Session ends

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. Located on the first floor of Gregg Residence House on the South 40, Cornerstone is the hub of academic support at Washington University. We provide undergraduate students with help in a variety of forms, including course-specific structured study groups, residential academic resources, and intensive intersession review programs in gateway courses such as chemistry and calculus. Other services include workshops on study skills, time management, and note-taking, and walk-in help desks for fundamental courses like calculus, physics and writing. Cornerstone also offers final exam work sessions and fee-based graduate and professional school entrance exam preparation courses. Additionally, Cornerstone administers TRiO, a federally funded program that offers advising, leadership development, financial assistance, and other support to undergraduate students who are low-income, the first in their family to go to college, and/or have a documented disability. On Sundays and weekday evenings, we offer flexible space where students can study, work on class projects, or relax. Most services are free, and each year, more than 2,000 students participate in one or more of our programs. For more information, visit our website (http://cornerstone.wustl.edu) or call 314-935-5970.

Disability Resources. Cornerstone is also home to Disability Resources, which assists students with disabilities and students with suspected disabilities by providing guidance and accommodations to ensure equal access to our campus, both physically and academically. Disability Resources serves both undergraduate and graduate students enrolled in the schools on the Danforth Campus. Students enrolled as students in the School of Medicine should contact their Program Director or their Program's Student Affairs staff member. Students enrolled in the Division of Biology & Biomedical Sciences (DBBS) are considered graduate students in Arts & Sciences and are served by Disability Resources. Students may visit our website (http://disability.wustl.edu) or call Cornerstone at 314-935-5970 for more information.

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. For more information, visit our website (http://oiss.wustl.edu) or call 314-935-5910.

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 are preferred and can be made online (http://writingcenter.wustl.edu).

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

Student Health Services

Student Health Services (SHS) provides medical and mental health care for undergraduate and graduate students. Student Health Services 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 our 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 SHS 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. Student Health Services' 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. Student Health Services accepts most health insurance plans and will be able to bill the plan according to plan benefits when care is accessed at SHS. The student health insurance plan requires a referral any time care is not provided at SHS. Call 314-935-6666 or visit our website (http://shs.wustl.edu) to schedule an appointment 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 SHS 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 SHS lab provides full laboratory services. Approximately 20 tests can be performed in the SHS lab. The remainder of all testing that is ordered by SHS is completed by LabCorp. LabCorp serves as our reference lab and is on the student health insurance plan as a preferred provider. The SHS lab can collect any test ordered by our 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. 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 are available online (http://shs.wustl.edu). Failure to complete the required forms will delay registration and will prevent entrance into housing assignment. Please visit our website (http://shs.wustl.edu) for complete information about requirements and deadlines.

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 her or his own situation. Services include individual, group and couples counseling; crisis counseling; psychiatric consultation; and referral for off-campus counseling. Call 314-935-6666 or visit our website (http://shs.wustl.edu) to schedule an appointment.

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

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 can be found online (http://shs.wustl.edu) after June 1 of each year. Student Health Services 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 our website (http://shs.wustl.edu).

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 7:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from both the Mallinckrodt Center and the Brookings Drive steps 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.

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. 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 (http://police.wustl.edu) an annual report, *Safety and Security on the Danforth Campus — A Guide for Students, Faculty and Staff*, 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, Campus Box 1038, One Brookings Drive, St. Louis, MO 63130-4899, 314-935-9011.

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, with which you should be familiar. Web links to key policies and procedures are available on the University Registrar's 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 websites and in this *Bulletin* do not represent an entire repository of university policies, as schools, offices and departments may implement policies that are not listed. In addition, policies may be amended throughout the year.

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. Inquiries about compliance should be addressed to the university's Vice Chancellor for Human Resources, Washington University in St. Louis, Campus Box 1184, One Brookings Drive, St. Louis, MO 63130.

Policy on Discrimination and Discriminatory 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, gender, 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 Discriminatory Harassment (http://hr.wustl.edu/policies/Pages/DiscriminationAndDiscriminatoryHarassment.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. You may also submit a complaint or inquiry regarding Title IX by contacting 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. A copy of the Policy on Sexual Harassment (http://hr.wustl.edu/policies/pages/sexualharassment.aspx) is available on the Human Resources website.

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

Discrimination and Harassment Response Coordinators

Danforth Campus: Apryle Cotton, 314-935-8095, apryle.cotton@wustl.edu

School of Medicine Campus: Legail Chandler, 314-362-4900, legail_chandler@wustl.edu

Title IX Coordinator:

All campuses: Jessica Kennedy, 314-935-3118, jwkennedy@wustl.edu

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 Student Health Services. 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 Student Health Services, 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 Student Health Services (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 Student Health Services. Student information is treated securely and confidentially.

Student Conduct

The University Student Judicial Code addresses conduct expectations and discipline procedures for university students. The primary purpose of the behavior expectations set forth in the code is the protection of the campus community and the maintenance of an environment conducive to learning and inquiry.

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 campus-wide University Judicial Board or the University Sexual Assault Investigative 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 Judicial Code are governed by the procedures found in the University Sexual Assault Investigative Board Policy (https://wustl.edu/about/compliance-policies/governance/usaib-procedures-complaints-sexual-assault-filed-students), which is available online or in hard copy from the Title IX Coordinator or the Judicial Administrator.

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

For a complete copy of the University Student Judicial Code, visit the university Academic Policies webpage (https://wustl.edu/about/compliance-policies/academic-policies).

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 his or her 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 his or her 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 to permit another student to copy his or her work.
- Submit work as a collaborative effort if he or she 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 his or her 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 his or her 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 his or her 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 teaching assistant 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. Teaching assistants 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, he or she 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 University Student Judicial Code.

Student rights and responsibilities in a hearing

A student accused of an academic integrity violation — whether by a professor, teaching/graduate assistant, 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 Judicial 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 University Judicial 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, he or she may appeal to the University Judicial Board within 14 days of the original decision. Appeals are governed by Section VII C of the University Student Judicial 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 University Judicial Programs, 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 University Judicial Board, the person in charge of administering the hearing shall query the director of Judicial Programs about the student(s) accused of misconduct. The director shall provide any information in his or her 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 (http://www.wustl.edu).

Transcript requests may be submitted to the Office of the University Registrar through WebSTAC. 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 (http://ncahlc.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 Center for Academic Integrity and the American Association of College Registrars.

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. 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, and the Clinical Legal Education Association.

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 (http://ucollege.wustl.edu) is the professional and continuing education division of Arts & Sciences and 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 is available. University College 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 our 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. 93).

To earn the Doctor of Liberal Arts degree (p. 15) 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. 18) 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. 15) 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. 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. 15)
- Master of Arts in American Culture Studies (AM) (p. 18)
- Master of Arts in Biology (AM) (p. 31)
- Master of Arts in Education (MAEd) (p. 39)
- Master of Arts in Human Resources Management (AM) (p. 50)
- Master of Arts in International Affairs (AM) (p. 55)
- Master of Arts in Nonprofit Management (AM) (p. 88)
- Master of Arts in Statistics (AM) (p. 91)
- Master of Liberal Arts (AM) (p. 71)
- Master of Science in Biology (MS) (p. 37)
- Master of Science in Clinical Research Management (MS) (p. 37)

AM, MAEd, and MS in Biology degrees conferred by the Graduate School. 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
January Hall, Room 20
Washington University in St. Louis
Campus Box 1085
One Brookings Drive
St. Louis, Missouri 63130-4899
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) 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. The DLA is primarily for working professionals who have already earned a master's degree and who seek further intellectual enrichment while pursuing advanced graduate study on an evening, part-time basis. This degree neither constitutes a professional credential nor provides training for an academic career.

Contact:	Harriet Stone
Phone:	314-935-5175
Email:	hastone@wustl.edu
Website:	http://ucollege.wustl.edu/programs/graduate/doctor-liberal-arts

Degree Requirements

Doctor of Liberal Arts

To earn the Doctor of Liberal Arts 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.

Courses

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

U96 DLA 5050 Midlife Questing in the Odyssey and Don Quixote:The Long Road Home or Breaking Loose?
Same as U98 MLA 5403
Credit 3 units.

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. Topic fall 2016: DLA Interdisciplinary Proseminar: Cultural Geography: Mapping Paris. This course will study how, over centuries and across national borders, Paris remains central to our sense of culture. Our focus on Paris will extend from the 16th century to 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 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 home decor, contrasting paintings of Boucher, Fragonard, and Watteau in France with those of Hogarth and Gainsborough in England. We will follow middle class desire in the 19th century as it radiates through Paris in Flaubert's *Madame Bovary* and into Vienna via Freud's *Dora*. We will consider how Butor's *Change of Heart* experiments with Paris and Rome in ways that Auster's *New York Trilogy* extends into an illusionistic game. These studies will be complemented by a look at modern photographs of Paris and New York by Cartier-Bresson, Doisneau, Stieglitz, and others.
Credit 3 units.

U96 DLA 6050 Midlife Questing in the Odyssey and Don Quixote: The Long Road Home or Breaking Loose?
Same as U98 MLA 5403
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 the world. These three works will enable the class to consider aspects of 19th-century intellectual, economic, and social sociopolitical history. No special knowledge of biology, political science, or music is required.
Same as U98 MLA 505
Credit 3 units.

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 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.
Same as U98 MLA 5072
Credit 3 units.

U96 DLA 6151 Hollywood on Hollywood
Same as U89 AMCS 5151
Credit 3 units. UColl: ACF

U96 DLA 620 DLA Counterpoints and Flashpoints
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: TH A&S IQ: HUM Art: HUM

U96 DLA 630 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*).
Same as U98 MLA 5300
Credit 3 units.

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 633 Against the Grain: Transgression and Controversy in Modern Art
Same as U98 MLA 5301
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 6451 Introduction to American Culture Studies
An introduction to interdisciplinary approaches to the study of American culture. The class will examine the relationship between cultural criticism and scholarship on American culture, the history of the American studies and cultural studies movements, the simultaneous turn to "historicist" approaches in literary studies and to "textualist" approaches to historical studies, the moral and interpretive implications of the shift from a modernist to a postmodernist stance in cultural inquiry, and the challenges that multiculturalist and transnational perspectives pose to the study of a national American culture. Many of the readings will emphasize trends in cultural history, but will also include works in anthropology, art and architectural history, literary history, media studies, political and social theory, and religious studies.
Same as L98 AMCS 645
Credit 4 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 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 (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 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 671 The Making of the Modern Catholic Church
Same as U98 MLA 5701
Credit 3 units.

U96 DLA 672 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*.
Same as U98 MLA 572
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. 18)
- Biology (p. 31)
- Education (p. 39)
- Human Resources Management (p. 50)
- International Affairs (p. 55)
- Master of Liberal Arts (p. 71)
- Nonprofit Management (p. 88)
- Statistics (p. 91)

Master of Science

- Biology for Science Teachers (p. 37)
- Clinical Research Management (p. 37)

**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.

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 training, 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 with the 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.

Contact:	Michael Allen
Phone:	314-935-6086
Email:	allen.m@wustl.edu
Website:	http://ucollege.wustl.edu/programs/graduate/masters-american-culture-studies

Degree Requirements

Master of Arts in American Culture Studies

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:

- 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

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.

Courses

Visit https://courses.wustl.edu to view semester offerings for U89 AMCS (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U89&crslvl=4:8).

U89 AMCS 4101 History of American Journalism
Credit 3 units.

U89 AMCS 4109 History and Identity
Same as U08 Educ 4109
Credit 3 units.

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

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

U89 AMCS 4135 Tobacco: History, Anthropology, and Politics of a Global Epidemic
This course examines tobacco's important role in shaping the modern world over the course of the last five centuries, from indigenous uses of tobacco in the New World to the politics of smoking in the 20th century. Through in-depth historical and anthropological case studies, tobacco provides a window into broad trends in government, law, economy, and society, including changing social meanings of gender, race, individualism, risk, responsibility, and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention and healthy lifestyle promotion. No background in anthropology or public health is required.
Same as L48 Anthro 4135
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH

U89 AMCS 4151 Nonfiction: Reading and Writing the Memoir
Credit 3 units.

U89 AMCS 420 The History of American Architecture
"The perennial architectural debate has always been, and will continue to be, about art versus use, visions versus pragmatism, aesthetics versus social responsibility. In the end, these unavoidable conflicts provide architecture's essential and productive tensions; the tragedy is that so little of it rises above the level imposed by compromise, and that this is the only work most of us see and know." —Ada Louise Huxtable. This course examines the ideological, political, economic and social determinants that have shaped the look of American architecture. Starting with a thorough survey of the historic development of American architecture pursued in a chronological reading of styles, forms, and major architects, the course examines key tensions in the development of American architecture. Students will undertake readings, site visits, and discussions that probe whether there is a distinctly American mode of creating architecture, and what contingencies illuminate or obscure that mode. The central questions of this course: What are the definitive characteristics of American architecture? Does the American practice of architecture espouse an exceptionalism, or does it emulate international precedents (or both)? Do the characteristics of American architecture reveal the social, economic, and political structures of its production? Ultimately, can we read an American building to reveal sense 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 fulfills the Humanities and Fine Arts distribution requirement for the AMCS MA program.
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 American. 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: SS 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 424 Topics in African-American Literature: Literature of the Black Atlantic
Same as U65 ELit 4244
Credit 3 units.

U89 AMCS 4281 Race and Science in America, 1840-2000
Same as U29 Bio 428
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 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.
Same as U19 SUST 329
Credit 3 units.

U89 AMCS 430 Images of African-Americans in American Cinema
Same as U18 Film 430
Credit 3 units.

U89 AMCS 4315 African-American Language and Education: Culture, Language, and the Education of Black Students
Same as L12 Educ 4315
Credit 3 units. A&S: SS, CD A&S IQ: LCD, SSC Art: SSC

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 435 Topics in African-American Literature
Credit 3 units.

U89 AMCS 436 Black and White in American Drama
Same as U65 ELit 403
Credit 3 units.

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 hundred and fifty 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

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: TH A&S IQ: HUM Art: HUM

U89 AMCS 451 Human Nature and American Politics
Same as U25 PolSci 451
Credit 3 units.

U89 AMCS 4511 Race, Ethnicity, and Culture: Qualitative Inquiries in Urban Education
Drawing on traditional and recent advances in the field of qualitative studies, this course is the first in a series to examine ethnographic research at the interlocking domains of race, ethnicity, class, gender, and culture. The emphasis in this course is on how these concepts are constructed in urban educational institutions. The course includes a field component that involves local elementary and/or middle schools.
Same as L90 AFAS 4511
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA

U89 AMCS 455 The Politics of Immigration: The United States and the World
We will study immigrant populations and the politics of migration, focusing on the social, economic, and political status of immigrant groups in the United States in the comparative context of global trends. In the 1990s, redefinitions of national boundaries and the dislocation of many cultural and political groups catalyzed new waves of immigration around the world. U.S. economic strength at this time attracted many of these migrants to this country. The new millenium has witnessed significant shifts in global migration patterns. We will evaluate national factors such as immigration laws, housing, education, and economic policies, as well the impact of international forces such as war and economic globalization.
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: TH A&S IQ: HUM BU: ETH

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 M.A. 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: Consult 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
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 an exploration of American identity. We will do so together in this course by studying selected post-Civil War literature, music, visual art, and popular culture to see how cultural patterns of the past provide a benchmark for understanding complexities today. This underscores the central theme of the course: how visual, written, and performed art is rarely produced in cultural isolation, but rather from a matrix of social, geographic, psychological, political, historic, spiritual, economic, scientific, and accidental developments. This is a course about the cultural bridges which span divisions of time and place, and how we sharpen our understanding of both. This course fulfills the Humanities distribution requirement for the AMCS MA 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: ACF, ACH

U89 AMCS 4771 Gender in 19th-Century Art
The representation of gender, and the role of gender in artistic practice. Focus on American, French, and English. Double-listed with Art-Arch L01-4771.
Credit 3 units.

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

U89 AMCS 4782 Topics in Religious Studies
This seminar seeks to explore the relation of religion and violence. Major themes include sacrifice, the scapegoat, martyrdom, scarification, forms of ritual circumcision and piercing, cannibalism, holy militias, holy terror, and holy war. Concrete examples will be discussed. Viewpoints range from the anthropological to the psychological, sociological, and theological. Among key writings to be studied are Durkheim, *The Elementary Forms of Religious Life*; Freud, *Totem and Taboo*; Hubert & Mauss, *Sacrifice: Its Nature and Function*; Robert Lowie, *Primitive Religion*; René Girard, *Violence and the Sacred*; and Mark Juergensmeyer, *Terror in the Mind of God*.
Same as U66 RelSt 478
Credit 3 units.

U89 AMCS 480 Women's Health Care in America
This course will provide a broad historical overview of women's health care in America. We will 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 will trace the changing perceptions and conceptions of women's bodies and health. Authors will include: Catherine Maria Sedgwick, Nathanial 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 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.

U89 AMCS 4881 Conservatism and the American Right in the United States
This course focuses on the post-World War II conservative movement, one of the most important and successful political movements of the 20th century. The class will consider the history and definition of the "Right" and "conservatism" in the modern Western thought; trace the origins of the American Right in the reaction against a modernizing, consumer-driven American culture; assess the rise of a self-consciously intellectual conservative movement after World War II and the ways in which activists guided and manipulated the broader American Right; examine the various strands of the conservative movement, from free-market libertarianism to anti-Communism to traditionalist antimodernism; explore the way in which conservatives gained control of the Republican Party and toppled the liberal establishment; explore the rise of the New Right (including populist social conservatism and politicized evangelical Christianity) and of neoconservatism in the 1970s; and, finally, analyze the subsequent splintering of the conservative coalition. Prerequisite: admission to MA program in American Culture Studies or graduate standing and permission of program coordinator in University College (314-935-6778).
Credit 3 units.

U89 AMCS 489 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: SS A&S IQ: SSC Art: SSC UColl: ACS

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

U89 AMCS 4908 Advanced Seminar: Women in History of Higher Education and Professions
Same as U08 Educ 440
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 accordians, 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 culture — 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.

U89 AMCS 4937 U.S. Foreign Relations from the Great War to the Cold War
Same as U85 IA 4122
Credit 3 units.

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 508 America by Design
America by Design is a survey course that examines the key forms of the American built environment from the colonial period until the present. These forms include the American House, Workplace, The Street, Civic Spaces, and Shapes of the Land such as the National Park System. The course combines readings, lectures, audio-visual presentations, field trips, and class discussions to explore such "growths out of our past" in their historic and cultural contexts. This course will enable students to better understand the relationship between American culture and how we have shaped our landscape. Their new understanding should help students to better interpret the many layers of the American landscape as well as help communities thoughtfully design a more sustainable, meaningful future that grows gracefully out of its past.
Credit 3 units.

U89 AMCS 509 Philosophy in the United States
Same as U98 MLA 509
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 perfoming 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 513 Rhetoric of Law in American Society
Same as U98 MLA 5134
Credit 3 units.

U89 AMCS 5135 American Social Character: Individualism and Community
Same as U98 MLA 5135
Credit 3 units.

U89 AMCS 515 Discovering the Heartland
The central regions of the United States, most especially the prairies, were slow to find their place in America's sense of itself. Called the "Great American Desert" on many early 19th-century maps, the interior grassland — with time and cultivation — proved able to feed a vast nation. What travelers dismissed as

a "waste" and described as a kind of inland sea separating east from west came to epitomize America, became its heartland. This course will examine literary, political, and historical texts that mark our passage through this transition of thought and place. Readings will include exploration narratives, scientific reports, political speeches, and historical commentary (as well as, of course, novels and poems).
Credit 3 units.

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

U89 AMCS 5152 Pluralism, Politics and Religion
Same as L48 Anthro 5152
Credit 3 units.

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 Ethics and American Culture
"How ought we live? How do we think about how to live? Who are we, as Americans? What is our character?" Robert Bellah poses these questions in his seminal work on American values, *Habits of the Heart*. We will explore these questions in this course by learning the ethical systems of relativism, personalism, virtue ethics, utilitarianism, deontological ethics, and some feminist ethics. We will also examine selections from Bellah's treatment of individualism and commitment in American life, and focus on more specific ethical issues in American culture.
Credit 3 units.

U89 AMCS 518 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.
Credit 3 units.

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 Charlevoix, *History & Description of New France* and Crèvecoeur, "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*.
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, crackling 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 5222 The Dysfunctional Family in American Drama
Same as U98 MLA 5223
Credit 3 units.

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 whether 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: LA 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*, 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.
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 5243 American Voices
Certain major novelists and poets exhibit a complexity of vision and voice that seems distinctively American. Emphasis will be on the personal and cultural sources and shaping of literary voice, its power to render and even create our experience, and its characteristic American registers: Romantic, metaphysical, discursive, lyrical, and colloquial. Selections may include Melville (*Moby Dick*), Henry James, Faulkner, Hemingway, Frost, Stevens, Bellow, Ellison, Gass, and DeLillo.
Same as U98 MLA 5243
Credit 3 units.

U89 AMCS 525 Nature, Wilderness, Environment: American Nature Writing
Our place in nature and its impact on us has been a central concern of much literary non-fiction after 1800. From the Romantic vision of nature as our spiritual home to contemporary debate about the preservation of wilderness, American nature writing has inspired reflection, celebration and passionate advocacy. Readings will examine this tradition in depth and will include samples of environmental history and ethics. Readings include "The Norton Book of Nature Writing," Thoreau's "Waldon," Roderick Nash's "Wilderness and the American Mind," William Cronon's "Uncomon Ground," Donald Worster's "Dust Bowl," and other selections.
Credit 3 units.

U89 AMCS 5261 Topics in American Politics: Political Civil Rights Movement
Same as L32 Pol Sci 426
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC

U89 AMCS 5263 The City in American and European Modernism
The city has played an ambiguous role in the modern European and American imaginations. For some, the city offers personal freedom in an environment of social diversity and experimentation, while for others the city is a place of isolation, alienation, and fragmentation. We will consider these and other conceptions of the city, with particular attention to the relationship between the city and modernist aesthetics. The course will examine literature, theory, and film, including James Joyce's *Dubliners*, Virginia Woolf's *Mrs. Dalloway*, Ayn Rand's *The Fountainhead*, William Gibson's *Neuromancer*, Lang's *Metropolis* and Ridley Scott's *Bladerunner*.
Same as U98 MLA 5263
Credit 3 units.

U89 AMCS 527 Art, Society, and Culture in America's Gilded Age
Credit 3 units.

U89 AMCS 5291 St. Louis in the 1870s: from Revolution to Reaction: Social, Political, and Economic Change
The decade of the 1870s can be seen as one which began with great promise, a kind of "revolution" stemming from the victory of the Federal government in the Civil War and the hopes many had for further social reforms in a newly reunited America. But divisions were too strong, and growing stronger in the 1870s, between capital and labor, black and white, an optimistic electorate and a corrupt political system. The end of the decade heralded a new era of reaction, during which corruption flourished, the rich got richer, the poor got poorer, and the civil rights of African Americans and Native Americans reached a nadir. It was not until the middle of the 20th century that these conditions began once more to improve. During the decade, St. Louis went through several crucial changes involving education, transportation routes to and from the city, commerce, the rights of labor, progressive legislation, civic improvements, and political corruption. This course will chart these changes by approaching the decade year by year, focusing on a major local event with national repercussions that took place during each year from 1870 to 1879. Other local events will also be included in readings and discussions, including the creation of local parks (Tower Grove and Forest Park), a professional baseball team, philosophical thought in the community, and the local arts scene (drama, literature, graphic arts). Most of the readings will be from periodical publications, or excerpts from books, since no one book covers the period in any detail. The readings will be available on e-reserve. There will also be an emphasis on the use of primary sources, which are rich, particularly newspaper accounts. References to existing landmarks and historic sites for each week's major story will provide a sense of place and extend our studies into the community at large.
Credit 3 units.

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

U89 AMCS 531 Vietnam and America
Prerequisite: admission to MA in American Culture Studies or Master of Liberal Arts programs.
Same as U98 MLA 5413
Credit 3 units.

U89 AMCS 5310 A History of Freedom of Speech in the United States
Same as U16 Hist 4310
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, Nathanial Hawthorne, Edgar Allan Poe, Dr. Mary Putnam Jacobi, Charlotte Perkins Gilman, Louisa May Alcott, Joan Jacobs Brumberg, and Natalie Angier. Same as U89 AMCS 480.
Credit 3 units.

U89 AMCS 538 Art and St. Louis History
From the first painting loaned to the Mercantile Library in 1846 to the formation of the City Art Museum (now the Saint Louis Art Museum) in 1909, art patronage in St. Louis was tied to the growth and development of the city's merchant class. These businessmen-collectors recognized art's potential as a tool for civic advancement and actively employed it at a variety of venues. This course introduces significant individuals in St. Louis as well as artists popular at this time and explores the growth of area cultural institutions within the context of social history.
Credit 3 units.

U89 AMCS 539 Topics in American Politics: American Urban Politics and History
This course focuses on the historical and cultural environment of cities from a political perspective. American urban areas are a cauldron of decision-making and power relationships which determine not only the shape of the physical spaces within cities, but also the allocation of resources. Topics include racial discrimination through historical and current national and local policies such as "blockbusting" or "redlining"; how economic development and redevelopment reshaped and continues to reshape the physical environment of cities and the political relationships within cities in the post World War II era; and the uses and meanings of urban public schools. This course counts toward the American Culture Studies distribution requirement in the social science category.
Credit 3 units. UColl: ACH

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 542 White House Bound: Presidential Elections Past and Present
Same as U98 MLA 5422
Credit 3 units.

U89 AMCS 5422 Anthropology Through the Arts
This course provides an overview of selected phenomena from prehistoric times to the present, illustrating how the arts and society interact. Our primary focus is on the visual arts, including fine arts and film. We will explore the process that leads to creativity in the individual. The course includes field trips to local cultural institutions.
Same as U69 Anthro 342
Credit 3 units.

U89 AMCS 5423 Oil Wars: America and the Cultural Politics of Global Energy
Same as L98 AMCS 442
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

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 mythic 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
Credit 3 units.

U89 AMCS 547 Violence and Nonviolence in American Culture
In this course we will look at the role of violence and nonviolence in American culture, asking ourselves whether it is possible to determine which of the two is the more powerful and effective force. We will examine some aspects of the philosophy of violence and nonviolence, using the works of Hannah Arendt, Martin Luther King, and possibly René Girard and others. We will undertake a historical analysis of the (often overlooked) role of nonviolent tactics in winning American wars from the Revolutionary War through the present war on terror. We will examine some aspects of social violence in contemporary American culture, including the school shootings at Columbine High School, and others, in order to determine the similarities and differences between social and political violence. We will look at the effectiveness of nonviolent social protest, including the civil rights movement and past and present peace movements.
Credit 3 units.

U89 AMCS 548 Wanderlust: An Exploration of Travel in American Culture
Long before the advent of the supersonic jet and Expedia.com, Americans were driven to wander by an all-consuming passion for travel. Pilgrimage and discovery narratives were widely popular in the 19th century, and contributed to the ideal of America as a mobile and self-determined society, while souvenir-hunting and grand touring became fashionable pastimes of a growing middle class. Many of our own ideas about travel — and indeed, much of its allure — can be traced back to earlier periods and practices, images and ideas. In this course, we will explore travel in American culture during the 19th and 20th centuries, focusing on the rich visual, print, and material culture associated with the traveler and traveling (guidebooks, travel narratives, advertisements, photos, paintings, souvenirs, etc.). Our exploration will take us far and wide, from popular tourist destinations (Niagara Falls and the Catskills) to what once seemed far-flung destinations (Brazil, Japan, the Middle East, and Hawaii) to a World's Fair to our own backyards. Our approach will be multidisciplinary and hands-on, as we seek to understand American wanderlust through the study of cultural artifacts.
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 provides 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 550 Politics and Film
Examination of the role of film in 20th-century American political culture. The class will view eight films that reflect prominent political themes or issues such as the Cold War (*Dr. Strangelove*), corruption (*All the President's Men*), and electoral strategies (*The Candidate*), and discuss their relationship to the American political culture of the time. Students will be responsible for classroom discussion and several short papers. Prerequisites: admission to MA in American Culture Studies or graduate standing and permission of program coordinator in University College.
Credit 3 units.

U89 AMCS 551 The Center and the Edge: American Urban Form in Historical Perspective
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 554 "By the Sweat of Your Brow": A History of Work in America
This course traces the history of the most mundane and near-universal of human activities: work. It argues that work has a history: that who worked, what counted as work, and how work was represented in popular culture changed dramatically over the 19th and 20th centuries. We will look at the varied nature of work in American history, including the slave system, indenture and apprenticeship, housework, farm labor, factory work and office jobs, service work, and child labor. We will, in addition, track changes in labor laws and struggles over working conditions, wages, and workers' organizations. We will consider a series of questions: Who worked? What counted as work? When and how were certain workers rendered obsolete? How were racial and gender hierarchies made and remade through labor systems? When, how, and why did workers challenge the authority of employers? When were workers' struggles successful or not? When and why did the state intervene in labor conflict? This is an interdisciplinary course; we will explore a wide variety of sources. We will read some of the major studies in American labor history along with some powerful and long-neglected primary documents — including Congressional reports, court cases, immigrant letters, slave petitions, business stationery, poetry, photographs, and film.
Credit 3 units. UColl: ACH

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 556 Contemporary Native American Issues
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 '20s, the Great Depression, World War II, the '60s 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 5611 Visions and Revisions: 19th-Century Arts and Society
Same as U98 MLA 5611
Credit 3 units.

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. Same as U89 AMCS 457.
Credit 3 units.

U89 AMCS 566 What were they thinking? Founding Intent and the Institutions of the US 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 *The Federalist* — 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 found 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 568 Race and Ethnic Relations in the United States
This seminar focuses on the social, political, and cultural factors that shape relations between different ethnic and racial groups in the United States. The course will concentrate on three general areas. In one, we will examine the socio-historical foundations of contemporary race relations by looking at the treatment of different ethnic and racial groups around the turn of the 20th century. In a second, we will consider variations in the political and social engagement of different racial and ethnic groups by looking at the Civil Rights Movement, the political emergence of Native Americans, and the activism of Hispanics to name a few. And third, we will look at specific case studies that provide insight into the different social issues experienced by different groups, such as inner city life in poorer communities and the challenges of integrating into a white dominated society.
Credit 3 units. UColl: ACS

U89 AMCS 569 Representing Jazz: Music, Movies, Art
Credit 3 units.

U89 AMCS 5691 Topics in AMCS
Credit 3 units.

U89 AMCS 570 The US in Vietnam, 1945-Present: The Challenge of Revolutionary Nationalism, Cold War Politics
Same as U85 IA 570
Credit 3 units. UColl: IAA

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 offered 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, 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 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, 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
Using visual media — painting, prints and illustration, film and animation — along with studies of vaudeville, and other forms of popular and mass entertainment, this seminar will analyze the presence of the city as a theme that registers a range of cultural attitudes toward the modern. Through close readings of visual and verbal texts, we will consider such issues as the relationship between work and leisure, and between high culture and popular arts. We'll look at critiques and celebrations as well as at how the popular arts help the ordinary man and woman to negotiate the challenges of the new mechanized and overscaled urban environment. Prerequisite: 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: TH A&S IQ: HUM Art: AH

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. 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. We analyze readings by political scientists and economic historians.
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* or *plant biology* 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 course work in the biological sciences, including a required capstone experience (http://ucollege.wustl.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 course work required (i.e., 15 units) to complete the degree on the Washington University campus.

Optional Concentrations for the AM in Biology

Optional concentrations require 12 units of course work as specified below. University College students who are admitted to the AM in Biology may select one of the optional concentrations 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:

Bio 435	Neurobiology	3

Electives: Choose three

Bio 250	Introduction to Animal Behavior	3
Bio 436	The Neural Basis of Behavior	3
Bio 4721	The Biology of Membranes	3

Bio 478	Neuroscience: Sensory Systems	3
Bio 485	Synaptic Function and Plasticity in the Nervous System	3

Plant Biology — the study of the structure, physiology, molecular genetics, and development of plants, helps prepare students for careers in the burgeoning plant biotechnology area.

Required:

U29 Bio 452 Introductory Plant Biology

Electives: Choose three

Bio 417	Plant Molecular Biology	3
Bio 448	Plant Physiology and Biochemistry	3
Bio 4791	Plant Anatomy: Form, Function, and Diversity	3
Bio 490	Plants, People, Culture	3
Bio 523	Plants and People	2
Bio 527	Molecular Biology of Plant-Pathogen Interactions	3

Credit Transfer

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.

Please note that the AM in Biology degree is a terminal graduate degree awarded on the basis of course work 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

Visit https://courses.wustl.edu to view semester offerings for U29 Bio (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U29&crslvl=5:8).

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.

U29 Bio 501 Human Anatomy

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. If space allows, a small number of graduate students may be permitted to take the course with permission of instructor. Same as L48 Anthro 502 and M05 AnatNeuro 501A.
Same as L41 Biol 501
Credit 6 units.

U29 Bio 503 Directed Research
An independent research project under the supervision of a member of the Biology faculty. Approved proposal must be presented at the time of registration. This course is the first of a two-semester sequence. Students must complete U29 504 in order to receive credit for U29 503. Open only to students admitted to the graduate program in Biology.
Credit 3 units.

U29 Bio 504 Master's Thesis
An independent research project under the supervision of a member of the Biology faculty. Approved proposal must be presented at the time of registration. Open only to students admitted to the graduate program in Biology. This course is the second in a two-semester sequence. Prerequisite: U29 503.
Credit 3 units.

U29 Bio 505 Case Studies in Conservation Medicine
Conservation Medicine is a transdisciplinary field that studies the inter-relationships between animal, human, and ecosystem health. In this course, we examine how ecological disturbances set up a cascade of responses in pathogens, vectors, and animal hosts, ultimately leading to the emergence or re-emergence of infectious diseases in people; for example, Lyme disease, viral hemorrhagic fevers, Hanta virus pulmonary infection, malaria and yellow fever, HIV, SARS and antibiotic-resistant bacteria. The first third of the course focuses on Conservation Medicine itself; environmental and biological health; disease transmission; and ecosystem changes that promote disease emergence. The remainder of the course focuses on instructor- and student-led case studies of select human disease outbreaks from the Conservation Medicine perspective. Grades for the course are based on class discussion participation, an oral case study presentation, and a term paper on a topic of student's choice.
Credit 3 units.

U29 Bio 5051 Foundations in Immunology
Designed for graduate students as an in-depth introduction to immunology. Topics: antibody structure and genetics, B cell recognition, T cell receptor, major histo-compatibility complex, T cell recognition, regulation of the immune response, immune mediators, humoral and cellular effector mechanisms. Discussion group will meet once a week on Thursdays from 1:00-2:00 p.m. Prerequisite: introductory biochemistry and/or genetics helpful, permission of instructor.
Credit 4 units.

U29 Bio 506 General Physiology
This graduate-level course examines the anatomy and physiology of the human body in a cohesive evolutionary context. For each system, we review the general anatomy and physiology, turning then to the molecular basis of function and

dysfunction. An understanding of the various physiological systems synthesize in the context of evolutionary history. The lecture portion of this course will give a detailed overview of the physiology of all major human organ systems, including: neural, respiratory, cardiovascular, endocrine, digestive, urogenital, and immune systems. In each section, we apply this understanding to recent discoveries presented in primary scientific literature and current reviews.
Credit 3 units.

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. A&S: NS A&S IQ: NSM BU: SCI

U29 Bio 5062 Central Questions in Cell Biology
Credit 3 units.

U29 Bio 5063 Molecular Cell Biology
Credit 3 units.

U29 Bio 5064 Introduction to Modern Technology of Electron Microscopy
Credit 3 units.

U29 Bio 5065 Cell Biology of the Stress Response
Credit 2 units.

U29 Bio 5066 Biostatistics for Research Workers
Consult department for details.
Credit 3 units.

U29 Bio 507 Pharmacology
Biological basis of drug action: general pharmacology, cardiovascular, neuropharmacology.
Credit 4 units.

U29 Bio 508 Pharmacology
Credit 4 units.

U29 Bio 5083 Principles of Protein Chemistry

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 online 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.

U29 Bio 510 Principles of Toxicology
The basic concepts involved in toxicology such as dose response.

U29 Bio 511 The Molecular and Biochemical Basis of Biological Warfare
This course will provide an introduction to pathogens and biological agents that have been used or could be used for military purposes. After a brief history of biological warfare the course will focus on the molecular mechanisms that biological warfare agents use to attack their hosts. Students will examine the molecular pathogenesis of likely bacterial agents (anthrax, plague, tularemia), viruses (WEE/VEE, Smallpox, and Maarbug/Ebola), biologically produced toxins (Bo-tox, ricin, SEB), and biological threat agents targeting agriculture and industry. A highlight of the course will be a class discussion of *Biohazard*, a defector's chronicle of the Soviet Union's bio-warfare program.
Credit 3 units.

U29 Bio 5122 Cell-Matrix Interactions
Credit 3 units.

U29 Bio 5124 Cell Biology Journal Club
Credit 1 unit.

U29 Bio 515 The Biology of Membranes
Biological membranes not only define cell and organelle boundaries but also control the substances that are allowed to enter or exit the cell or organelle. Biomembrane structures, including composition, determine functions. The goal of this class is to examine cell membrane structure, membrane components and their organization into domains, and functions. Cholesterol is an important membrane lipid that is linked to biomembranes structurally and functionally. Misregulation of synthesis or trafficking of lipids, including cholesterol, contributes to many human diseases. Students will learn historical background and recent advances in membrane biology, following the path taken by cholesterol and others.
Credit 3 units.

U29 Bio 517 Plant Molecular Biology
This course addresses how plants function at the cellular and molecular level. Topics include genome organization and gene expression, cell cycle control, intracellular protein trafficking, reproduction, signal transduction, hormonal control of gene expression, plant-environment interactions, functional genomics, and genetic engineering. The entire course focuses on the current understanding of molecular mechanisms underlying gene expression and regulation, emphasizing applications to biotechnology. Recent advancement in unraveling the molecular mechanisms of gene expression and regulation in non-plant systems also are discussed when appropriate. This course meets at Monsanto Chesterfield/Pfizer campus.
Credit 3 units.

U29 Bio 5172 Selected Topics in Immunology
This course is designed for students who have taken Bio 4241 Introductory Immunology in the fall. Interested students must have advance permission of the instructor before registration. In contrast to the lecture format of the fall course, this course consists of discussion of critical reviews and articles intended to illuminate classic theoretical insights in immunology, contemporary frontiers in the science, and areas of interest to individual students. The format of the course is that of group discussion led by designated students in rotation. Topics will be mutually selected by the instructor and the students. There will be an emphasis on the evaluation of primary data, of the methods used to elicit the data, and upon the validity of the interpretations made of such data. The intent is to move the student's understanding beyond the basic facts of a particular area of immunology and on toward an appreciation of what it takes to perform experiments in that area, what remains unsolved in that area, as well as what approaches are being used to attempt solution. Grading is dependent upon the following criteria (in rank order of weight): 1) critiques written by the students of each other's presentations/discussions; 2) instructor's critiques of each student's presentations/discussions; 3) instructor's evaluation of the critiques each student writes on the presentations/discussions of the other students; 4) instructor's evaluation of the level of contribution each student makes to the discursive format of the course. Prerequisites: 1) Enrollment in the MA program, 2) Bio 4241 Introductory Immunology, 3) advance permission of the instructor (enrollment limited due to the nature of this course — please contact instructor before registering).
Credit 3 units.

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.

U29 Bio 5221 Molecular Basis of Microbial Pathogenesis
Discussion of current research on pathogenic micro-organisms and their virulence determinants. Emphasis on model systems that demonstrate the cellular and molecular basis of host-pathogen interactions. Prerequisite: Molecular Microbiology and Pathogenesis or permission of instructor.
Credit 2 units.

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.
Credit 2 units.

U29 Bio 5261 Molecular Mechanisms of Disease
Lectures and student presentations covering a wide range of topics including inflammation, microbial immunity, vaccines, immunodeficiences, neuroimmunology, autoimmunity, and lymphoid malignancies. Prerequisite: Foundations of Immunology or permission of instructor.
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 530 Molecular Biology of Eukaryotic Genes
In-depth analysis of the molecular biology of eukaryotic genes, their regulations, and their roles in specialized cellular systems and disease states. Gene therapy will also be covered. Prerequisites: U29-405 and 406. U29-437 is strongly recommended.
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. Coursemaster approval is required. Please note: This course is given on the medical school schedule, so it begins 8 days before the graduate school schedule.
Same as L41 Biol 5319
Credit 3 units.

U29 Bio 5323 Developmental Biology
Analysis of a selected set of key processes in development, such as pattern formation, cell-cell signaling, morphogenesis, etc. Focus on molecular approaches applied to important model systems, but framed in classical concepts. Prerequisite: Molecular Cell Biology (5063) and Nucleic Acids (548).
Credit 3 units.

U29 Bio 534 Introduction to Cell Biology
Credit 3 units.

U29 Bio 5352 Developmental Biology
Anaylsis of a selected set of key processes in development, such as pattern formation, cell-cell signaling, morphogenesis, etc.
Credit 3 units.

U29 Bio 5392 Molecular Microbiology and Pathogenesis
First half focuses on prokaryotic physiology and genetics, with special attention to recent discoveries in gene regulation and protein processing. Second half devoted to microorganisms that cause disease, with emphasis on the molecular interactions between pathogen and host. Prerequisite: first semester core curriculum for Programs in Cell and Molecular Biology.
Credit 3 units.

U29 Bio 5393 Molecular Mechanisms of Disease
This course will examine various inherited and acquired human disorders at the molecular level. Our study will focus on diseases with certain genetic conditions such as AIDS, cancer, Alzheimer's, and diabetes with the aim of providing an appreciation of the complex nature of human diseases. Lectures will include background on cellular pathways involved in each disease as well as discussion of recent advances in biomedical research, therapeutics, and prevention.
Credit 3 units.

U29 Bio 548 Nucleic Acids and Protein Biosynthesis

U29 Bio 550 Medical Genetics
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 unique perspective on function of the human body in health and disease from the genetics point of view. Beginning with a study of chromosomes and the disorders which result from their aberrations, the course aims to present the theoretical background necessary for a deeper understanding of the emerging impact of human genetics on biology. Examples of topics covered are chromosomal basis of heredity, autosomal and sex chromosomal abnormalities, cancer genetics. Throughout the course students will be introduced to the specific molecular and cytogenetic techniques that have revolutionized the study of human genetics.
Credit 3 units.

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 5562 Principles of Neural Development
Embryonic development of the nervous system is a complex process. Recent advances in genetics, genomics, and proteomics have provided a more in-depth analysis of the processes underlying its development. Many structural neurological birth defects are caused by problems that occur during early CNS development. The major focus of this course will be to learn how the nervous system develops under both normal and abnormal conditions and what mechanisms control nervous system formation. Topics will include: how nerve cell progenitors divide, migrate, and begin to differentiate into specific types of nerve cells; what factors determine how these immature, developing neurons find their way and make appropriate synaptic connections with their targets; and the mechanisms for superfluous synapse formation and for elimination of neurons in programmed cell death. In addition we will also cover fetal and adult neuronal stem cells and their application in repair of damaged nervous systems.
Credit 3 units.

U29 Bio 5571 Cellular Neurobiology

U29 Bio 560 Introduction to Bioinformatics of Genomes
The vast amount of DNA sequence data that has recently become available, and now accumulates at an astonishing rate, has created exciting new job opportunities for the application of informatics to biology. The bioinformatics of genomes uses computational methods to handle huge amounts of data and address critical biological issues such as how genes and proteins work. This emerging discipline is relevant to the broad spectrum of life sciences research, for both academic and commercial purposes. Some knowledge of gene biology will be necessary, as will learning simple Perl programming.
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 572 Seminar in Plant Biology

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.

U29 Bio 578 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 online 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. For Summer Institute Teachers only. Online course. Admission to this course is open to those teachers in the NSF-funded teacher institute.
Credit 3 units.

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 584 Biotechnology & Stem Cell Biology
Stem cell research and biotechnology has great promise for the future of regenerative medicine. Multiple reports have suggested that adult and embryonic stem cells may provide a virtually unlimited donor source for transplantation and tissue generation in vitro. This course will take students on a journey deep inside the stem cell and biotech revolution, revealing the modern scientific research behind the stem cells and cloning and will provide the understanding of the various molecular mechanisms, applications, and social implications associated with this controversial technology.
Credit 3 units.

U29 Bio 589 Molecular Cell Biology
The ultimate goal of studying cell biology is to understand the chain of life from molecules through cells to tissues and organisms. This course focuses on understanding eukaryotic cell structure, how cells determine and maintain their functions, how major molecules within a cell affect the function of the cell, and how each cell works in a social context (cell-cell, and cell-matrix interaction). Students get to appreciate the magic machinery of life — for example, how a fertilized chicken egg determines which part becomes the head and which parts become the wings, how a cuttlefish changes skin color within seconds, how our eyes detect light, and how we can taste the sweetness of fish. Meanwhile, students also learn how molecular defects lead to human diseases such as hypercholestolemia, muscular dystrophy, infertility, and cancer. Throughout the course, students learn principles and methods of studying cellular events in the molecular level. By the end of the course, students shall have the ability to read and interpret scientific papers and even design their own experiments in the field of cell biology.
Credit 3 units.

U29 Bio 590 Mechanisms of Microbial Pathogenesis
This course is designed to specifically address mechanisms whereby microbes of three basic types — bacteria, viruses, and eukaryotic parasites — subvert the host immune response and cause disease. The class will therefore be subdivided into three sections studying each of these three types of organisms. This class will primarily focus on recent publications with a short lecture preceding each discussion.
Credit 3 units.

U29 Bio 5911 Seminar in Biology and Biomedical Sciences

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.
Credit 3 units.

U29 Bio 593 Endocrine Physiology
Biochemical, physiological, and regulatory properties of the mammalian endocrine system at the molecular, cellular, and systemic level with a focus on human physiology and development. Topics will explore endocrine cell signaling, molecular mechanisms of hormone action, homeostasis and feedback systems including neurendocrine integration of physiological processes, endocrine control of cardiovascular and calcium homeostasis, and select discussion of endocrine pathologies. In addition to class and textbook material there will be exposure to the primary research literature.
Credit 3 units.

U29 Bio 595 Directed Research

Biology for Science Teachers

The **MS in Biology** 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 during the academic years will be completed online. Summer housing is available for out of town students and 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.

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 in Clinical Research Management** is designed for experienced professionals working in academic research centers or private industry who seek to extend their knowledge or advance their careers. The program addresses the science of clinical research through topics such as epidemiologic principles and tools, research design, ethical issues, and data analysis, as well as the business of clinical research through topics such as regulatory requirements, product development, and grant funding.

As an experienced health science or related business professional, students will update skills, strategies, and resources for developing and managing products, treatment protocols, and other processes associated with clinical research and patient care. With the Master of Science in Clinical Research Management, students will prepare for leadership positions in academic and health-care research centers or related private sector organizations, such as the pharmaceutical, diagnostic, and medical device industries.

Contact:	Sally Anderson
Phone:	314-286-2363
Email:	sallyanderson@wustl.edu
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

CRM 500	Fundamentals of Clinical Research Management	3
CRM 512	Advanced Data & Information Management in Health Sciences	3
CRM 515	Medical Writing for Clinical Research	3
CRM 518	Drug and Device Development	3
CRM 522	Compliance, Legal, and Regulatory Issues	3
CRM 555	Health Care Reform and Policy	3
CRM 562	Leadership and Change in Health Care Services	3
CRM 588	Epidemiology for Clinical Research	3
Total units		24

University College also offers a Graduate Certificate in Clinical Research Management (p. 94).

Courses

Visit https://courses.wustl.edu 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 507 Introduction to Biomedical Informatics and its Application to Clinical and Translational Research
Same as M17 CLNV 507
Credit 3 units.

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
Credit 3 units.

U80 CRM 513 Designing Outcomes of Clinical Research
This 34-hour course is led by Brian Gage, MD, MSc, Associate Professor of Medicine. The course includes lectures and small group instruction from faculty members in the departments of Medicine, Surgery, and Pediatrics. DOC Research covers how to select a clinical research question, write a research protocol, and execute a clinical study. Topics include subject selection, observational end experimental study design, sample size estimation, clinical measurements, questionnaires and quality-of-life measurement, and data management. The course is designed for fellows and junior faculty who wish to conduct outcomes, epidemiologic, and patient-oriented clinical research. Students receive ongoing feedback as they incorporate research design concepts into their own research proposals. At the end of the course, students are required to submit a research protocol or a draft of a manuscript describing their research. The course consists of both lectures and small group discussions. Each student gives an oral presentation and presents a written paper or grant protocol for discussion and critique by faculty and other students.
Same as M17 CLNV 513
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 520 Trends in Health Care 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. Cases studies and guest speakers will help illustrate current ethical dilemmas and other real challenges to contemporary health care and reform.
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 530 Introduction to Biomedical Informatics and its Application to Clinical and Translational Research
Biomedical Informatics (BMI) is a multidisciplinary field that encompasses individual areas of bioinformatics, computational biology, translational informatics, imaging informatics, medical informatics, and hospital informatics. It involves all aspects of management, analysis, organization, and sharing of information in health care and biomedical science. This course aims to provide an overview of biomedical informatics and its application in facilitating clinical and translational research and in accelerating the application of research findings to clinical practice. The course will consist of introductory lectures outlining the principles of biomedical informatics, current use of informatics in clinical and translational research and quality improvement initiatives, and practical hands-on training in the use of local informatics tools to manage and execute biomedical research studies.
Same as M17 CLNV 530
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 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. Cases 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 588 Epidemiology for Clinical Research
The purpose of this course is to provide individuals an understanding of the use of epidemiological concepts and methods both in clinical research, in clinical issues, and in understanding medical literature concerning these issues. The course includes 1) discussion of theoretical concepts related to the application of epidemiology in clinical research, and 2) practical applications of the concepts covered.
Same as M88 AHBR 588
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
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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)

Educ 4023	Second Language Acquisition & Technology	3
Educ 4044	Video Microanalysis: Methods and Tools	3
Educ 4610	Introduction to Educational Tests and Measurements	3
or Educ 4890	The Science and Politics of Testing in the United States	
Educ 516	MAEd Portfolio Presentation	1
Total units		10

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

U08 Educ 453B	Sociology of Education	3
Educ 462	Politics of Education	3

Or other relevant elective from Education, Social Work, Law, or Political Science (public policy concentration)

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:

- Educ 4210 Creating Video Documentaries
- 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:

Bio 4001	Teaching the Science of Nature: Spring (must be taken under the Biology #)	var.; max 3
Bio 4002	Teaching the Science of Nature: Fall (must be taken under the Biology #)	3
Educ 6001	Topics in Education: Hands-On Science K-8: Electricity and Magnetism	3
Educ 6002	Topics in Education: Hands-on Science K-8: Life Cycles and Heredity	3
Educ 6003	Topics in Education: Hands on Science K-8: Force and Motion	3
Educ 6004	Topics in Education: Hands on Science K-8: Biological Form and Function	3
Educ 6005	Scientific Inquiry for the Classroom Teacher	3
Educ 6009	Hands-On Science K-8: Matter and Energy	3
Educ 6010	Hands-On Science K-8: Mathematics Concepts	3
Educ 6011	Hands-On Science K-8: Sound and Light	3
Educ 6012	Hands-On Science K-8: Earth and Planetary Systems	3

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

Visit https://courses.wustl.edu to view semester offerings for U08 Educ (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U08&crslvl=4:6).

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

U08 Educ 4000 Topics in Education
An analysis of major educational issues, drawing on empirical research and literature. Seminar format.
Credit 3 units.

U08 Educ 4001 Topics in Education: Teaching the Science of Nature
A graduate course held at Tyson Research Center devoted to enhancing the teaching of science in primary and secondary schools. Students receive useful field guides and teacher-ready, hands-on lesson plans suitable for immediate application in the classroom as they learn more about the science of the Missouri landscape. Topics will vary by semester. Same as Bio 4001.
Credit variable, maximum 3 units.

U08 Educ 4002 Teaching the Science of Nature: Fall
Graduate course for science teachers and others that explores the Missouri landscape using a variety of scientific approaches. Attention to animals, plants, weather, geology, hydrology, astronomy, ecology, and waste management, with a goal of providing information and techniques applicable to classroom teaching. A research project is required. Participants will receive hands-on lesson plans suitable for immediate application in the classroom as they learn more about the science of the Missouri landscape.
Same as U29 Bio 4002
Credit 3 units.

U08 Educ 4021 Leadership Skills for Women Administrators
Overview of the concepts of assertion and leadership and their application to women in administration. Students will have the opportunity to assess their own leadership styles and communication patterns and will set personal goals. The rest of the course will consist of skill training in communication, leadership, and assertion. Course intended for working women. Enrollment limited to 20.
Credit 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: SS 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: SS, SD A&S IQ: SSC, SD

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: SS A&S IQ: SSC Art: SSC

U08 Educ 406 Theoretical Foundations, Approaches, and Methods in Teaching English as a Second Language (TESL)
This course is designed to give participants a firm theoretical foundation in TESL and offer a variety of approaches and methods used in the field. Practical application of theories and methodologies will be included. Principles covered can also be used when teaching English abroad.
Credit 3 units.

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: LA A&S IQ: HUM Art: HUM

U08 Educ 408 Education and Psychology of Exceptional Children
Major handicaps of children that require educational modifications. The nature of the handicaps, their known causes, and educational provisions for exceptional children, ranging from special schools to "mainstreaming" children into regular classrooms. The nature of giftedness, together with current

practices of educating gifted children and youth. Required in teacher certification program. Prerequisite: sophomore standing. Offered fall and spring semesters.
Same as L12 Educ 408
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

U08 Educ 4109 History and Identity
It is generally assumed that history plays an essential role in forming and maintaining the identity of individuals and groups. This course will examine this assumption by analyzing how history is produced and used in nation-states. The class will consider the narrative organization of history and how it is made available (e.g., through school instruction, popular media), and then turn to issues of how history is understood and internalized by examining psychological processes such as identification and resistance. Readings, discussion, and a research project.
Credit 3 units.

U08 Educ 4121 Teaching Creative Movement to Children
This course will introduce educators and parents to the kinesthetic experience as a means of stimulating imagination and creativity, problem solving and expression. Drawing on Gardner's theory that humans possess a variety of intelligences — linguistic, bodily/kinesthetic, musical, interpersonal and intrapersonal — we understand that Creative Movement emphasizes the unique process of each individual's expression. Students are introduced to the material through experiential movement sessions, lecture and discussion. The course content revolves around the dance elements of body, time, and space. Requirements consist of reading assignments, a short paper and a final project.
Same as U31 Dance 411
Credit 2 units.

U08 Educ 413 Curriculum and Instruction in Art K-12
Art curriculum in the public schools, with emphasis on examination of methods and materials for teaching art. 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 413
Credit 3 units. A&S: LA 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: LA 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: NS A&S IQ: NSM Art: NSM

U08 Educ 4150 Math for Elementary Teachers/Practical Classroom Strategies
A review of the mathematics of kindergarten through eighth grades, frequently at a level beyond its usual presentation in the schools. Applications of all concepts are given in abundance. Participants will implement the mathematics content of the course in a real classroom setting. Inquiry project required. Prerequisite: permission of instructor.
Credit 3 units.

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: NS 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 three credit hours during the year in which student teaching is done.
Same as L12 Educ 418
Credit 3 units. A&S: SS 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 4232 Curriculum and Instruction in Dance
Dance curriculum in middle and secondary schools — methods of instruction and assessment in teaching dance. Introduction to the unique position of the role of dance in public education, and the dance teacher's role as diplomat and arts advocate. Designing dance curriculum including artist residencies and master classes, assessment, and lessons based on national and state standards and sound dance education principles. Credit may be applied toward the education major and potentially toward state certification.
Same as U31 Dance 440
Credit 3 units.

U08 Educ 4271 Health of the Child
A study of the health and nutrition of children. Prerequisities: admission to the teacher education program or permission of Director of Teacher Education.
Credit 1 unit.

U08 Educ 4288 Higher Education in American Culture
Colleges and universities in the United States have been the sites of both cultural conservation and political and cultural subversion from their founding in the 17th and 18th centuries. They have been integral to the nation's and to regional cultural and economic development. In addition, they have functioned as one component of an increasingly diversified and complex system of education. This course, a reading colloquium, surveys higher education in American history, including the ideas that have contributed to shaping that history, beginning with its origins in European institutional models. We use the primary and secondary readings to examine critically its conflict-ridden institutional transformation from exclusively serving the elite to increasingly serving the masses. We explore the cultural sources of the ideas as well as the growth and diversification of institutions, generations of students and faculty as they changed over time, and curricular evolutions and revolutions in relation to the larger social and cultural contexts of institutional expansion.
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: SS A&S IQ: SSC

U08 Educ 4312 Tools of Inquiry
Same as L12 Educ 4312
Credit 3 units. A&S: SS A&S IQ: SSC

U08 Educ 4315 Culture, Language, and the Education of Black Students
This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of black speech, the course highlights controversies within the linguistic community, contrasting views of speech within black lay communities, public discourse, and educational policy.
Credit 3 units.

U08 Educ 440 Women in the History of Higher Education and the Professions
An advanced seminar with readings exploring education, historical studies, and feminist theory. Each student writes a paper based on research in local archives and in other primary sources, on a topic related to women in higher education and/or professions. Prerequisite: junior standing or above; some background in American history.
Credit 3 units.

U08 Educ 4411 Social Statistics
Credit 3 units.

U08 Educ 4414 Learning Technologies for Math & Science
Same as L12 Educ 4414
Credit 3 units. A&S: SS

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 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.
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: SS 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.[TM] 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 4484 Language, Thought, and Culture
This course examines ways in which language shapes human mental and cultural practices. Drawing on linguistics, literary theory, anthropology, sociology, and psychology, discussions will take up issues such as how different languages give rise to different forms of thought, how language is tied to power and authority, and how language shapes identity. Particular emphasis is given to how these issues emerge in the context of human development, education, and socialization. Prerequisite: advanced undergraduate or graduate standing, or permission of instructor.
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 4512 Race, Ethnicity, and Culture: Qualitative Inquiries into Urban Education II
This course is the second of two to examine ethnographic research at the intersecting and overlapping points of race, ethnicity, class, gender and culture. The emphasis in this course is on developing methodology that is consonant with critically grounded, socially responsible, culturally-responsive, and humane research projects and programs. Prerequisites: AFAS/ Educ 4511 and/or permission of the instructor
Credit 3 units.

U08 Educ 4521 Teaching Adults in Community Settings
Same as L12 Educ 4521
Credit 3 units. A&S: SS A&S IQ: SSC

U08 Educ 457 Education and Personality Development
The relationship between personal characteristics and systematic efforts to develop the personal resources of individuals. The relevance of such psychophysical propensities as aggression, dissociation, and sexuality to the design of educational programs; the capacity of educational interventions to influence personality processes related to major societal challenges such as addictions and domestic violence. The adequacy of models of human functioning evaluated in terms of students' own observational work, their personal experience, and the empirical literature.
Credit 3 units.

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: TH A&S IQ: HUM BU: ETH

U08 Educ 4608 The Education of Black Children and Youth in the United States
This course provides an overview of the education of black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit, and Foster. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries,
Same as L12 Educ 4608
Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Art: HUM

U08 Educ 4610 Introduction to Educational Tests and Measurements
Same as L12 Educ 461
Credit 3 units. A&S: SS A&S IQ: SSC

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 are not.
Credit 3 units.

U08 Educ 465 An Introduction to American Higher Education

America's colleges and universities are among the nation's most important institutions. The U.S. Higher Education system has emerged as the world's premier model for teaching and research and includes a diverse array of institutions with varying missions and student populations. This course is designed for those interested in exploring a career in higher education or for those interested in learning more about the current and historical context of American higher education. Students will expand their understanding of the basic organizational, legal, financial, and academic framework of today's colleges and universities and will address several key challenges facing America's higher education community such as finance, access, and the role of higher education in local communities.

Credit 3 units.

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: LA A&S IQ: HUM

U08 Educ 4662 Materials for Teaching English as a Second Language

This course is designed to help K-12 teachers build a repertoire of classroom materials for teaching and testing speakers of other languages. Approaches to teaching language interactively, integrating the four skills of listening, speaking, reading, and writing will be emphasized as well as using assessments to inform instruction. Practical steps to test and lesson construction will be examined.

Credit 3 units.

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: LA 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: SS A&S IQ: SSC

U08 Educ 4701 History of the English Language

Concepts and methods of linguistical 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: LA A&S IQ: HUM Art: HUM

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: NS A&S IQ: NSM Art: NSM

U08 Educ 4741 Elementary Science: Content, Curriculum, and Instruction

Key concepts appropriate for elementary school science and health instruction; effective teaching strategies and approaches to curriculum development. Education 4741 and 4751 to be taken concurrently. Prerequisite: admission to teacher education program or permission of instructor.

Same as L12 Educ 4741

Credit 2 units.

U08 Educ 4751 Elementary Social Studies: Content, Curriculum and Instruction

Key concepts in social studies, including economics and geography; effective teaching strategies and approaches to curriculum development in all areas of social studies. Educ 4741 and 4751 to be taken concurrently. Prerequisite: admission to teacher education program or permission of instructor.

Same as L12 Educ 4751

Credit 2 units.

U08 Educ 4771 Arts and Aesthetics: A Means of Communication
Methods and materials for integrating the arts and aesthetics into the elementary classroom. Emphasis on art, music, and oral communication as well as drama and movement. Consult Course Listings. Prerequisite: admission to teacher education program or permission of instructor.
Same as L12 Educ 4771
Credit 2 units.

U08 Educ 481 History of Education in the United States
Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history.
Same as L12 Educ 481
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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: SS, WI A&S IQ: SSC, WI Art: SSC

U08 Educ 4822 Practicum in Teaching English as a Second Language
Supervised ESL teaching experience. Observation of LEP students and assessment of group and individual needs; curriculum planning informed by student needs and second language acquisition theory; implementation of planned instruction; design and use of curriculum materials; reflection and analysis to plan future instruction.
Credit 3 units.

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: SS 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: SS 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: SS, SD 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: SS A&S IQ: SSC Art: SSC EN: S UColl: ACS

U08 Educ 492 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. Prerequisites: admission to teacher education program and U08-4821 required. Must be taken credit/no credit. Secondary student teacher education students enroll for 8 credits.
Same as L12 Educ 492

Credit variable, maximum 8 units.

U08 Educ 4922 Student Teaching in Middle Schools
Supervised teaching experience. Group meeetings and individual conferences. Emphasis on integration of theory/ practice and reflection on teaching though videotape analysis. Prerequisites: admission to Washington University teacher education program and concurrent or prior registration in Educ 4821, Educ 4951 and Educ 4952 required. Must be taken credit/ no credit. Middle school student teachers enroll for 8 credits.
Same as L12 Educ 4922
Credit variable, maximum 8 units. A&S: SS A&S IQ: SSC Art: SSC

U08 Educ 494 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: SS A&S IQ: SSC Art: SSC

U08 Educ 4951 Middle School Philosophy and Organization
This course examines the history, goals, organization and philosophy of middle schools as institutions. Students will explore how the characteristics and needs of early adolescents guide the mission, structure and operation of middle schools. Prerequisite: admission to teacher education program.
Same as L12 Educ 4951
Credit 2 units. A&S: SS

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: SS A&S IQ: SSC Art: SSC

U08 Educ 4955 Introduction to Technologies for Educators
This is a project-based course designed to help educators use technology creatively and effectively in support of curriculum in elementary and secondary school classrooms. Topics include an introduction to the internet, creating a webpage, multimedia presentation, evaluation and integration of software into the curriculum, and the impact of technology on the educational process. Students will identify useful internet resources, learn how to integrate these resources into their curriculum, and explore a variety of techniques for using the resources in their classroom, as well as for their own professional growth.
Credit 3 units.

U08 Educ 503 Foundations of Educational Research
The basic concepts, philosophies, and techniques of research; research methodologies used in education; analysis of the strengths, weaknesses, and limitations of each. Prerequisite: graduate standing or permission of instructor.
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 513 Creating a Teaching Portfolio
This introductory course will provide guidelines and skills for creating and maintaining a record of each student's professional growth as a teacher that reflects his/her philosophy, knowledge, teaching expertise, and experience. Students will examine and reflect on their teaching practice as it relates to personal goals as well as state and national standards for teaching excellence. Permission of instructor required.
Credit 2 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 conferring 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 525 Diagnosis and Correction of Reading Disabilities
The second of three courses on teaching reading and writing, with an emphasis on readers, texts, and assessments. Addresses issues of the differences and disabilities that may occur in reading processes; evaluation of students' reading skills; analysis of texts for their use by readers; and design of classroom reading activities that assist students in all kinds of materials. Prerequisite: Educ 4681, or permission of instructor.
Same as L12 Educ 525
Credit 3 units.

U08 Educ 527 Discourse Analysis
This course will locate discourse analysis in relation to linguistics, psycholinguistics, sociolinguistics, language

acquisition, and literacy. Discussions will cover different emphases in the study of discourse, including speech act theory, conversation, and text structure. Permission of instructor required.
Credit 3 units.

U08 Educ 5282 Action Research and Reflective Practice
This course offers knowledge and strategies for educators who desire to be more reflective and inquiry-oriented in their classroom practice. It explores the basic assumptions of qualitative research and examines, in considerable detail, one particular qualitative approach known as action research. Participants will study the possibilities and challenges that action research holds for educators and learn how to use the methods of action research to study and change their own classrooms or schools. They will also become familiar with other forms of reflective practice, including storytelling, study groups, and critical friends' groups. Participants will be required to complete a small action research project in their own school.
Credit 3 units.

U08 Educ 5521 Counseling Skills for Non-Counselors
Counseling skills are presented, practiced, and evaluated by using videotape. Appropriate for educators, health care professionals, and people in business, personnel, management, or employee-assistance programs.
Credit 3 units.

U08 Educ 557 Contemporary Issues in Education and Society
Examination of pressing issues and problems that exist in American education. The issues vary from year to year, but all are studied in the context of the broader social, economic, and political problems facing America today. Prerequisite: graduate standing or permission of instructor.
Same as L12 Educ 557
Credit 3 units.

U08 Educ 558 The Teacher and The Legal System
Analysis of the school-related activities of the legal system, including teachers' rights, the juvenile justice system, state and federal regulatory procedures, access to the courts by teachers and parents, and the work of legislative committees.
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. Prerequistie: 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 597 Adult Learning Strategies and Practices
The study of adult learners and effective instructional techniques for the workplace, classroom, and other organizational settings including those in health care, nonprofit, business, and human resources. Situation-appropriate selection, design, and practice of techniques that are compatible with adult learning principles including discussion, demonstration, explanation, case study, role play, coaching, and reflection. Tailoring content and learning strategies to meet adult learners' needs and the instructional objectives whether individual or large group. Prerequisite: graduate standing or permission of instructor.
Credit 3 units.

U08 Educ 597J Adult Learning Strategies and Practices / BJCE
The study of adult learners and effective instructional techniques for the workplace, classroom, and other organizational settings including those in health care, nonprofit, business, and human resources. Situation-appropriate selection, design, and practice of techniques that are compatible with adult learning principles including discussion, demonstration, explanation, case study, role play, coaching, and reflection. Tailoring content and learning strategies to meet adult learners' needs and the instructional objectives whether individual or large group.
Credit 3 units.

U08 Educ 600 Topics in Education
Credit variable, maximum 3 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 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 6003 Topics in Education: Hands on Science K-8: Force and Motion
Laboratory experiences, discussion and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. Inquiry activities illustrating forces, work, energy, buoyancy, gravity, free fall, and motion 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 6004 Topics in Education: Hands on Science K-8: Biological Form and Function
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 the relationship between anatomical form and biological function in plants and animals 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 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 numeration, 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.

U08 Educ 6011 Hands-On Science K-8: Sound and Light
Laboratory experiences, discussion, and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in grades K-8. Inquiry activities illustrating characteristics of sound and light waves and related equipment 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 6012 Hands-On Science K-8: Earth and Planetary Systems
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 3 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 6016 Botany, Ecology, and Visual Technology I
The BEVT courses comprise a new inquiry-based professional development sequence for teachers of grades 4 through 8. The overall aim of the course is for participants to develop deeper understanding of principles of biology and ecology, understanding of and skill with new technologies available for learning about biology and ecological principles, and fluency with the broader scientific and technological context of this subject matter. The first semester of this two-semester course incorporates 1) ecology, with particular attention to local grassland (prairie) ecosystems of Missouri and Illinois, 2) general plant biology, and 3) plant life strategies, with particular attention to grasses and their roles in the prairie. Several field

experiences are included in the course. The course will also include experience with visual technology tools that enhance instruction and student learning. Instructors will highlight topical correspondence to current Missouri Curriculum Frameworks and the new draft Grade-Level Expectations (GLE's).
Credit 3 units.

U08 Educ 6017 Botany, Ecology, and Visual Technology II
The BEVT courses comprise a new inquiry-based professional development sequence for teachers of grades 4 through 8. The overall aim of the course is for participants to develop deeper understanding of principles of biology and ecology, understanding of and skill with new technologies available for learning about biology and ecological principles, and a fluency with the broader scientific and technological context of this subject matter. Spring semester: the second semester of this two-semester course will build on the information and concepts of plant biology, plant life strategies, and the ecology of local ecosystems developed during the fall semester; continue hands-on experimentation; and explore issues of the changes and challenges to intact ecosystems represented by modern human activities. Participants will develop competence with one or more computer graphic (visual) tools relevant to these topics, especially GIS (global information systems) software, which they can then use to enhance student learning in their own classrooms. Instructors will highlight topical correspondence to current Missouri Curriculum Frameworks and the new draft Grade-Level Expectations (GLE's). Half-day field and laboratory experiences on weekends will replace some weeknight class sessions.
Credit 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 6020 Statistics for Teachers I
This course addresses statistical reasoning for teachers. The course begins by exploring student understanding of basic statistical concepts underlying data exploration and description. Concepts of data displays (bar graphs, histograms, circle graphs, etc.) are used to explore the ideas of distribution, variation, and measures of central tendency (mean, median, and mode). Also introduced are approaches to exploring covariation, both as simple ideas of correlation and linear relation. The course also includes an introduction of issues of precision and error and the underlying role of probability in examining data relations. The software Fathom is used along with examples of student work. Tabletop software will also be used as a tool for examining databases and analyzing, categorizing and sorting databases according to attributes and in search of patterns. Representations include stacks, plots, and venn diagrams. Using these two tools, teachers will be confident of how to assist students in a) successfully performing statistical items on statewide tests, b) using statistics and databases to conduct investigations in science and c) preparing students for statistical concepts in later grades.
Credit 3 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 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.

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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 composed of 18 units of core courses, including:

HRM 506	21st-Century Perspectives on Organization and Human Resources	3
HRM 514	Integrative Capstone Project for Human Resources	3
HRM 520	Organizational Behavior and Administration	3
HRM 558	HR Metrics	3
HRM 559	Strategy Formation and Organizational Effectiveness	3
HRM 582	Corporate Finance	3
Total units		18

Additionally, students are required to take a minimum of 6 units of additional course work in each of two focus areas:

- Professional and Human Resources Management
- Management and Organizational Development

Courses

Visit https://courses.wustl.edu 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.
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 Seven 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 509 Using Assessment and Measurement to Help Transform Your Organization
Although "what gets measured gets done," many organizations do not use assessment and measurement effectively to achieve the outcomes they seek. This course will focus on the practical use of assessment and measurement to help transform an organization. Emphasis will be placed on examining a range of assessment techniques that can be used to increase performance at the individual, group, and organizational levels.
Credit 1.5 units.

U87 HRM 510 Research Methods in Human Resources Management
The application of basic behavioral and social science research methods in the evaluation and management of human resources programs and policies. Prerequisite: a course in statistics or permission of program director.
Credit 2 units.

U87 HRM 512 Seminar: Topical Issues in Human Resources Management
The current issues and future trends in personnel and industrial psychology that influence the management and development of human resources. Prerequisite: U87-505, 510, and 520 and permission of the program director.
Credit 3 units.

U87 HRM 5121 Special Studies in Human Resources Management
Credit 3 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 1.5 units. UColl: HRO

U87 HRM 514 Integrative Capstone Project for Human Resources
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. Prerequisites: U87-505, 510, and 520, and permission of the program coordinator.
Credit 3 units.

U87 HRM 515 Building an Effective Mentoring Program
Many companies attempt to capture the power of an informal mentoring relationship in a formal, company-sponsored program. In this class, one learns how to construct a formal mentoring program for an organization. Topics covered will include recruitment and selection, matching, training, and assessment. Participants will create a mentoring program structure tailored to an organization's needs. Prerequisite: Consult Course Listings.
Credit 1.5 units. UColl: HRO

U87 HRM 516 Career Development: Frameworks, Strategies and Tactics
This course will examine innovative career development programs that create beneficial outcomes for both organizations and employees. The entire employment cycle will be reviewed along with implications for the new employment contract and opportunities for career growth. Work force trends will be discussed with implications for employees and careers. With the aid of interest inventories, values clarification surveys, and personality style instruments, students will acquire many of the tools for effective career development.
Credit 1.5 units. UColl: HRO

U87 HRM 517 Individual and Organizational Introspection
This course is designed to assist students in taking maximum advantage of the educational and personal development opportunity found by being introspective in the work setting. The course provides a framework for students to be introspective about their personal growth objectives, their strengths and weaknesses in an organizational context, and their desire for future career direction. Students must be employed full- or part-time during this course. There are five class meetings — spread relatively evenly over the semester — with most of the work completed on an individual basis. Same as U87 HRM 435.
Credit 3 units. UColl: HRO

U87 HRM 518 ISO 9001: 2000 Quality Management System and the Human Resources Management
Organizations seeking registration to the ISO 9001: 2000 quality management system know that it will improve their manufacturing-related departments. However, Section 6 of the standard focuses on HR and related processes that sometimes are left out during critical planning. This course is designed to make sense of the standard and show how implementation has significant implications within HR.
Credit 1.5 units.

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. Same as U87 HRM 475.
Credit 3 units. UColl: HRO

U87 HRM 524 Special Topics in Human Resources Management
Credit 2 units.

U87 HRM 525 Special Topics in Human Resources Management
Credit 3 units.

U87 HRM 526 Special Topics in Human Resources Management
Credit 3 units.

U87 HRM 528 Accounting Principles and Practices for Human Resources Management
This course provides an introduction to managerial accounting from a human resources perspective. Topics include financial statement structure and analysis, operating budgets, capital budgets, financial ratios, development of long-term financial goals, and techniques applied to accounting for human resources.
Credit 2 units.

U87 HRM 529 HR Metrics
Credit 3 units.

U87 HRM 5291 Field Methods in the Study of Organizations
How to do field research in the study of organizations. Historical context provided from the work of Arsenberg, MacGregor, and Shyte; contemporary context from the work of Blau, Gouldner, and Scott. Each student carries out a small field study of an organization. Prerequisite: permission of instructor.
Credit 3 units.

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 develops a comprehensive understanding of the human resources function in an organization. Particular attention is given to selection, performance management, training, wage and salary administration, career development, human resource planning, and the federal regulations impacting on the function.
Credit 3 units. UColl: HRP, OLH

U87 HRM 532 Administration of Affirmative Action and Equal Employment Opportunity Regulations
An advanced course on affirmative action and equal employment opportunity designed for the human resources manager. Includes a review of the laws, regulations, and key cases as well as practical means for developing policies and procedures and for preventing discrimination. Case studies and film vignettes used for analysis of selected issues. Prerequisite: admission to HRM program or graduate standing and permission of program director.
Credit 3 units.

U87 HRM 534 Employee Benefits and Compensation of Special Groups
Designed to provide students who will be working in the field of human resources the general background needed to manage two major areas of compensation: employee benefits and compensation of special groups.
Credit 3 units.

U87 HRM 535 Work and Organizations in Context
Intensive one-week seminar explores variety of perspectives (historical, political, economic, sociological) on work and organizations. Highlights the work ethic, approaches to motivate and control performance, and the development of organizational structures and human resources practices. Concentrates on the United States and Western Europe, but other nations are considered as well. Discusses implications for future trends. Prerequisite: Consult Course Listings.
Credit 3 units.

U87 HRM 536 Health and Safety Issues in Organizations
Credit 3 units.

U87 HRM 537 Innovative Philosophies of Management
Credit 2 units.

U87 HRM 538 Leadership: Vision, Strategies, and Practices
Credit 3 units.

U87 HRM 5381 Great Books in Leadership
The definition, role, and impact of "leadership" is one of the most contested concepts within the organizational behavior, organizational development, and human resources management literature. The objective of this course is to provide students with a forum for discussing the latest books from the leading scholars who are addressing this important topic.
Credit 3 units.

U87 HRM 539 Coaching: Strategies and Techniques for Managers
Through effective employee coaching, managers can better motivate individuals and assess performance. In this theory and experiential learning course, we will apply theories of organization development, leadership, intelligence, and personality to the practice of coaching as a management technique. In addition to reading and discussing research and trends in the field, students will role-play and practice coaching techniques.
Credit 3 units.

U87 HRM 540 Managerial Economics for Human Resource Managers
The fundamentals of microeconomic analysis, including consumer demand behavior, the productive behavior of firms, market and industrial structures, market institutions, and the role of government in the economy. Topics from the theory of the firm include firm evolution, personal interactions within the firm, managerial incentive structures, and an analysis of public goods and externalities as they relate to firm decision making.
Credit 2 units.

U87 HRM 541 Executive Compensation and Benefits
This course focuses on the unique challenges faced and strategies employed to compensate senior executives. Issues such as internal and external equity, risk-taking, long term organizational effectiveness, and performance measurement issues are explored in depth.
Credit 1.5 units.

U87 HRM 542 Current Thinking in Organizational Effectiveness
The current issues and future trends in organizational behavior as reported in the academic and popular press and which affect human resources management. Prerequisites: U87-511 or 505, and 520 or permission of HRM program director.
Credit 3 units.

U87 HRM 543 Compensation Management
The methods of rewards for employee availability, capability, and performance. Topics include measures of performance

and employment market issues; skill-building and design of compensation packages of money and benefits to improve employees' work quality and productivity.
Credit 3 units. UColl: HRP

U87 HRM 546 International Human Resources Management
Credit 3 units.

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 549 U.S. Retirement Programs
Credit 1.5 units.

U87 HRM 550 Effective Self-Management in Organizations
Credit 2 units.

U87 HRM 551 Interpersonal Competence in Organization
This course assumes that interpersonal competence is substantially based on intrapersonal competence and, therefore, focuses on self-management skills. The way we manage ourselves is an area that is frequently neglected or taken for granted, which can result in interfering with our effectiveness, creativity, and productivity. The approach is practical and aims for rapid implementation of learned skills.
Credit 2 units.

U87 HRM 552 Six Sigma Processes for Human Resources Management
This course provides a look at the development and alignment of human resources processes with business strategies. It will also focus on inward process improvement. This includes the use of total quality and six sigma methodologies applied to human resources. Considerable time will be devoted to practical skill development of creating reliable and valid human resources measures, collecting and analyzing data, and implementing changes.
Credit 1.5 units. UColl: HRO, HRP

U87 HRM 5521 Counseling Skills for Non-Counselors
Same as U08 Educ 5521
Credit 3 units.

U87 HRM 553 Principles of Human Resources 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 554 Mergers and Acquisitions: Challenges for Human Resources Management
Consolidations through mergers and acquisitions in the current business environment create special challenges for the human resources function. Issues ranging from the integration of different organizational cultures and climates to the development of consistent salary and benefit programs to the possible adjustments of the workforce need to be addressed and resolved to facilitate the expected benefits of consolidation.
Credit 1.5 units. UColl: HRO

U87 HRM 555 Union Campaigns: Strategies, Tactics, and Outcomes
This course provides the opportunity to learn about why employees seek out union representation, the legalities of a campaign, and the results from actual campaigns. Learning methodologies include readings, instructor lectures, case studies, and a campaign simulation. Regardless of one's opinion for or against unions, important insights concerning the causes of employee unrest will foster better employee-management relations.
Credit 1.5 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 561 Human Resource Planning
The linkage between business goals and human resource requirements. Includes environmental scanning, human resource forecasting, strategies, individual assessment, career planning, and individual development techniques.
Credit 3 units.

U87 HRM 562 Group Processes in Organizations
Credit 3 units. UColl: HRO

U87 HRM 564 Workplace Harassment: Sources, Issues, and Remedies
The quality of life present in the workplace is an important consideration in attracting and retaining valued employees. Employee harassment, in any form, contributes to decreased productivity and the distinct possibility of substantial litigation. The roles of both the human resources department and top management in developing a constructive workplace environment are identified and developed.
Credit 1.5 units. UColl: HRP

U87 HRM 565 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 570 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: HRP

U87 HRM 571 Legal Aspects of 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: HRP

U87 HRM 572 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 573 World-Class Human Resources Practices
Credit 3 units.

U87 HRM 574 Human Resources Planning
Credit 1.5 units.

U87 HRM 575 International Human Resources Management
Credit 3 units.

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 582 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.

U87 HRM 597 Techniques for Teaching Adults
Techniques for group and individual instruction such as discussion, demonstration, lecture, and role play. Content organization, presentation skills, and media resources; the appropriateness and effectiveness of each for various teaching situations.
Same as U08 Educ 597
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 generate 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 make 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 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. These 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.

- **Methods and Research Design** (IA 524). Students work to produce a research proposal for a significant question in global affairs, which can be academic or applied. The workshop proceeds step-by-step: assessing what good research looks like from different disciplinary perspectives, building a "doable" research question as a puzzle to be explored and one that engages others, elaborating different theoretical approaches that might help explain the puzzle, constructing a literature review relevant to the research question, deciding what type of data/information is best to answer the proposed question, speculating about what pitfalls might threaten confidence in the research, and determining what are some of the potential implications of the research. The workshop will be highly structured and highly interactive with fellow students providing critique and input at each step of the process.
- **At least three of the courses listed below:**

  Globalization and National Politics (IA 462)

  International Organization (IA 509)

  International Law and the Use of Force (IA 511)

  International Economics (IA 5181)

  International Growth and Development (IA 519)

  American Foreign Policy (IA 535)

  International Political Economy in Theory and Practice (IA 559)

  International Relations (IA 574)

  State Failure, State Success and Development (IA 5772)

  Global Political Economy (IA 5780)

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 https://courses.wustl.edu 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 5002 Internship in International Affairs
Credit variable, maximum 3 units.

U85 IA 5024 International Organizations
Same as U25 PolSci 3024
Credit 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, 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 realities), 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: SS, CD A&S IQ: LCD, SSC Art: SSC BU: IS

U85 IA 5044 Modern Europe and the Slavs
The objectives of this course are twofold: to pursue a transnational and diachronic study of the modern Slavic states of Europe with reference to their historical, linguistic, political, and socioeconomic origins; and to explore their fraught relations with each other and with the EU. Our coverage will include: Russia, Poland, Ukraine, Belarus, Czech and Slovak Republics, Slovenia, Croatia, Serbia, Montenegro, Macedonia, and Bulgaria.
Credit 3 units. UColl: IAA

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

U85 IA 508 International Peacekeeping
The notion that the international community as a whole has a responsibility for the maintenance of peace is one of the most notable characteristics of the 20th century. This was the chief reason for the establishment of both the League of Nations and the United Nations. And although the United Nations has ranged far beyond that agenda, it has always done what it can do to contribute to international peace and security — generally by way of what became known as "peacekeeping." This activity has had a remarkably high international profile in the post-Cold War era. The object of this course is to analyze the nature of peacekeeping and place it in its political context (and hence to understand why its fortunes have changed so dramatically).
Credit 3 units.

U85 IA 509 International Organization
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 though 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 5111 Sexuality in Western Culture
Same as U98 MLA 571
Credit 3 units.

U85 IA 512 Humanitarian Intervention in International Society
Credit 3 units.

U85 IA 5120 The American Media and Foreign Policy
Credit 3 units.

U85 IA 5122 Worlds of Higher Education
This course will examine institutions of higher education as they have developed throughout the world. Incorporating historical, cultural, ideological, and socio-political perspectives, we will compare and contrast university systems in Europe, Asia, America, and the Mideast. Emphasis will be placed upon the structure and function of contemporary educational systems and emerging trends in the internationalization of the academic marketplace.
Credit 3 units.

U85 IA 513 American Primacy in the World
This course will study the phenomenon of American primacy or "empire" since the Cold War, emphasizing the policies of the Bush presidency after September 11, 2001. We will examine the impact of American primacy on the U.S. economy, the "American ethos," multilateralism and the U.N., global security, and the structure of the world system.
Credit 3 units.

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 5131 Seminar in Comparative Politics: Qualitative Research Methods
Credit 3 units.

U85 IA 514 Principles of International Law and Business
Credit 3 units.

U85 IA 5140 Community Development & Environmental Preservation through Entrepreneurial Collaboration I
This course helps students understand and implement grass roots community development concepts in Madagascar. Using case studies, speakers, and readings, we consider the complexity of balancing cultural, economic, environmental, and political factors in rural subsistence agriculture communities. We work closely with the Missouri Botanical Garden (MBG) to identify and test the feasibility of different approaches to conservation and community-based, self-directed, economic growth at different Malagasy sites. The course uses an interdisciplinary approach (e.g., anthropology, business, design, engineering, law, social work, economics, political science, etc.) to understanding and applying entrepreneurial skills in a community development context.
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 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.
Credit 3 units. UColl: IAA

U85 IA 515 Business Strategy for Global Sustainability
This course will explore strategies of sustainable management, which has emerged as a significant goal for international

business. While addressing the overall theme of sustainability, we will evaluate business strategies and government policies that aim at economic integration and the improvement of global environmental quality. Attention paid to the manner in which global industries are pursuing replacements for environmentally-destructive technologies, and the sweeping changes that will result from such reinvestment.
Credit 2 units.

U85 IA 5152 Pluralism, Politics, and Religion
Same as L48 Anthro 5152
Credit 3 units.

U85 IA 517 Bureaucracy in Global Perspective
Bureaucracies carry out much of the day-to-day work we associate with government: cleaning streets, mailing pension checks, and regulating workplaces. How comparable are bureaucracies across political systems with different histories, cultures, and resources? The course will begin by establishing a theoretical foundation for why politicians delegate authority to bureaucracies and why bureaucratic actions may diverge from politicians' expectations. We will then compare a variety of bureaucracies and bureaucratic structures including examples from Great Britain, Japan, and the U.S. Our goal will be to develop a set of theoretical tools that will enable us to understand the interface of bureaucratic and political structures, and the politics of bureaucracy itself.
Credit 3 units.

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

U85 IA 518 International Political Economy
Same as U85 IA 418.
Credit 3 units.

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 5190 Nationalism and the Development of the Modern State
This course will broadly examine how nationalism has helped define the modern experience. It will comprise three parts. First, a survey of theories of nationalism, utilizing the work of Marx, Ernst Gellner, and Benedict Anderson, among others. Second, a survey of key nationalist movements of the 18th-20th centuries — notably those of France, the U.S., Germany, Ireland, and Russia. Third, an exploration of contemporary nationalism. Here we will use case studies from Eastern Europe, postcolonial Africa, and Asia, together with current theories on nation-building and intervention, to analyze how nationalism has evolved and what effects it has had on our world.
Credit 3 units. UColl: IAI

U85 IA 520 Political Economy of Multinational Enterprises
In this class we will explore the literature in political science and economics on the relationship between multinational enterprises and domestic governments. The four main themes of the course are: 1) defining and understanding multinational enterprises, 2) governments attracting and competing for multinationals, 3) the impact of multinationals on economic development and groups within society, and 4) attempts to regulate multinationals both domestically and internationally. Prerequisites: U25 101 and 102 or U25 103. A background in economics (micro and macro) is encouraged.
Credit 3 units.

U85 IA 5210 The Immigration Crucible: Three International Perspectives
This course will investigate the issue of immigration in today's world from three perspectives. First, Mexican migration into the United States, with a focus on issues of labor and identity. Second, the Chinese diaspora on the American continent — specifically, a comparison of the United States and Panama with respect to notions of citizenship forged beyond national borders. And third, Muslim immigration in Europe, and the complex interface of politics, religion, and cultural conflict.
Credit 3 units. UColl: IAA

U85 IA 5211 African Civilization to 1800
Beginning with an introduction to the methodological and theoretical approaches to African history, this course surveys African civilization and culture from the Neolithic age until 1800 AD. Topics include African geography and environmental history, migration and cross-cultural exchange, the development of Swahili culture, the Western Sudanese states, the trans-Atlantic slave trade, and the historical roots of Apartheid.
Same as L90 AFAS 321C
Credit 3 units. A&S: TH, CD A&S IQ: HUM, LCD Arch: HUM Art: HUM BU: HUM, IS UColl: IAA

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 American states and between 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 5214 Voices of Latin American Literature
A study of the masterpieces of Latin American literature from the Conquest to the present. Themes include the Conquest from the perspective of the conquerors as well as the conquered; the challenge to religious authority from Sor Juana Ines de la Cruz in the 17th century; the crisis of national identity and the racial question in the 19th century; political turmoil during the period of "the Dirty War." Readings include selections from Columbus, Cortes, Leon Portilla, Sor Juana, Echeverria, Marti, Rodo, Paz, Fuentes, Vallejo, Neruda, Borges, Garcia Marques, Ferre, Gambaro, Dragun, and Menchu.
Same as U98 MLA 5214
Credit 3 units.

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

U85 IA 5216 Magical Realism in Latin American Literature and Film
We will explore some of the most intriguing and original works of the 20th century by major Latin American writers such as Jorge Luis Borges, Isabel Allende, and Nobel Prize winner Gabriel Garcia Marquez. As North America's exotic Other — geographically and culturally — Latin America is often depicted in terms of "magical realism," a style that combines fantastic, mythical, and dreamlike themes with artistic imagination. Our discussions will concentrate on magical realism in literary texts, but we will also draw from pertinent background materials, including a selection of feature and documentary films from Cuba, Mexico, and Argentina. Prerequisite: Consult Course Listings.
Same as U98 MLA 5216
Credit 3 units.

U85 IA 522 The Arab Question and French-American Relations
This course examines the conflicting notions of national identity between France and America over the last three centuries and attempts to explain why these countries do not always see eye to eye. In addition, it examines the special colonial and postcolonial relations between France and its mainly Arabic areas of influence (North Africa and the Middle East) with a focus on how and why those relations have been interpreted and/or misinterpreted in many different ways in the international arena by the United States.
Credit 3 units.

U85 IA 5221 Latin American History and Culture
A survey of Latin American history and culture from the time of the European conquest to the present. A focus on specific periods and events, including the conquest, the wars of independence, the emergence of authoritarianism, the Mexican and Cuban Revolutions, and the struggle to establish democratic institutions. Designed to acquaint students with the evolution of Latin American culture within an historical framework. Course materials include historical texts and essays, fictional literature, and videos. Same as U85 IA 475.
Credit 3 units.

U85 IA 523 International Relations of the Global South
This course will examine the "Global South" as a historical, sociopolitical, and economic entity in the context of the contemporary international system. We will first consider the legacy of colonialism, movements for national liberation, growing regional integration, and the impact of global economic reform. We will then explore a range of contemporary issues that have engendered conflict between North and South — international trade, economic development, environmental concerns, human rights, and military intervention. We will examine the viability of the notion of "Global South," given the great diversity of countries and peoples subsumed under this rubric.
Credit 3 units.

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 in 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 525 Societies in Comparative Perspective in Literature
The Western world, its diversified cultures, their worldviews and values, will be examined through relevant literary works. Novels from the 20th century will serve as sources for discussion of our contemporary social models and problems, and how our present expectations and hopes have been historically shaped.
Credit 3 units.

U85 IA 526 French Perceptions of Identity and "Otherness"
This course will demonstrate how people with direct or indirect historical and cultural ties to France regard themselves and cultural "others." To understand the mindset of French-speaking peoples, from the European mainland to Quebec and Louisiana, and from the Caribbean to West Africa, we will examine influential French texts of the past two centuries, by Alexis de Tocqueville, Jean Baudrillard, Roland Barthes, and Franz Fanon, among others. We will also consider the work of lesser known Acadian and French-Canadian writers, such as Gerard Leblanc and Jacques Poulin. Whether writing about Americans, Europeans, or Asians, these authors display noteworthy similarities when they articulate both their own national characters and that of a "foreign" people.
Credit 3 units.

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

U85 IA 527 International Security
Historically, courses on international security have dealt with war and the grad strategies of the great powers. While such studies

are important, there is much more to the modern day security environment. In this course, we will endeavor to learn about military strategy, terrorism, global health, and globalization. We will bring tools from economics and political science to bear on these issues in the hope of gaining a greater understanding of the security issues that confront the world today.
Credit 3 units.

U85 IA 5270 Public Policy in the European Union
This course will examine public policy formulation in the European Union. Attention will be paid to the following topics: the evolution of EU policymaking and its key determinants and influences; the EU policy cycle (from agenda setting to evaluation); and the various models of public policymaking (institutional, rational, incremental, etc). The overall aim will be to understand the current structure of EU public policy and to assess likely developments in the future.
Credit 3 units. UColl: IAA

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: TH A&S IQ: HUM BU: IS

U85 IA 528 Western Social Thought and Contemporary Social Problems
Same as U98 MLA 5113
Credit 3 units.

U85 IA 529 Terrorism and Political Violence
This course offers an introduction to the comparative study of terrorism, civil war, revolution, and other forms of domestic-level political violence. We will consider a variety of theoretical and empirical approaches to studying violence. The focus of the class is on learning how social scientific tools can be used to understand conflict. No mathematical background beyond high school algebra is prerequisite for the course. However, readings with technical content (both game theoretic and statistical) are assigned. Basic game theory and statistics will be introduced as necessary.
Credit 3 units.

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 531 The Intelligence Process
This course examines in detail the origins, structure, and functions of the U.S. intelligence community. One of the major goals is to understand the relationship between intelligence production and the development of national security policy. We also examine some of the major controversies concerning intelligence, including presidential and congressional oversight, the relationship between intelligence professionals and policymakers, and the need for reform. The course examines the intelligence process and its interaction with policymakers.
Credit 3 units.

U85 IA 532 Contemporary Africa
Same as U85 IA 432.
Credit 3 units. UColl: IAA

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 Easterley.
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 534 The Shaping of 20th-Century Africa
Foreign policy experts have increasingly identified Africa as a region of strategic importance. Ethnic tension and political instability, global trade and investment, international security, refugee flows, and public health crises have caused the world community to pay greater attention to the African continent. This course explores the historical roots of the problems and issues confronting contemporary African societies and international policymakers. Topics include the colonization and partition of the continent, systems of colonial administration, religion and mission work, medicine and education, decolonization and nation building, military instability, the Cold War in Africa, aid and dependency, apartheid and its legacy, and the historical roots of ethnic conflict. Same as U85 IA 434.
Credit 3 units. UColl: IAA

U85 IA 535 American Foreign Policy
This online 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. Same as U85 IA 4123. This is a fully online course. Only University College students receive credit for fully online courses.
Credit 3 units.

U85 IA 5351 Middle East Communications and Politics
This course is a wide-ranging exploration of the political communications arena of Israel and its immediate neighbors: Egypt, Jordan, Syria, Lebanon, the Palestinian Authority, Hamas, Hizballah, and some additional actors.
Credit 3 units.

U85 IA 537 Religion, Culture, and Society
The ways in which various religious traditions respond to general human needs, how they develop in specific social contexts, and their use of symbols and rituals. Study of religious practices of small-scale societies as well as some central ideas and activities in Judaism, Christianity, Islam, and the religions of Japan. Same as U85 IA 426.
Credit 3 units.

U85 IA 539 China's Foreign Relations
This course will consider China's foreign policy through the examination of key issues that interact to inform China's actions internationally. These include domestic stability, nationalism, mainland-Taiwan relations and economic development. Within this context we will discuss China's expanding role in international and regional political and economic organizations as well as important bilateral relations, such as Sino-American and Sino-Japanese ties. In the end, the goal is twofold: to gain a broader understanding of what motivates much of China's foreign policy and to determine whether China is a rising power willing to play by Western "rules of the game" in order to peacefully develop its economy and society or whether the government believes that international relations are a zero-sum game that it can win in an effort eventually to rewrite those rules.
Credit 3 units. UColl: IAA

U85 IA 5392 Capitalism and Culture: New Perspectives in Economic Anthropology
Same as L48 Anthro 4392
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD Art: SSC

U85 IA 5399 Jewish, Muslim, and Christian Scriptures: The Formation of Community
Same as U98 MLA 5399
Credit 3 units.

U85 IA 540 The Ball is Round: The Global Culture of Soccer
First played in China 2000 years ago, the game of soccer has become the ultimate team sport worldwide (with the exception of the U.S.). Like no other sport, soccer has generated a notoriously fanatic fan culture, it has created a billion dollar entertainment industry organized in a multinational corporate association (FIFA) with more than 200 member states, and it has replaced ideologies, religion, warfare, or conquest as a source for national as well as local identity and pride. In this course we study the basic rules, techniques, and strategies of soccer, analyze its development from primitive but powerful techniques, and strategies of soccer, analyze its development from primitive but powerful "kick and run" (England, Germany) to the artistic ball-handling of the whiz kid (South and Central America, Africa) and the art of controlling space (Netherlands, France, Italy, Spain). Further topics include soccer and politics, the good fan and the hooligan, racism and the multicultural team, women's soccer, the local club and the national team, ways of watching soccer, soccer and globalization. We read texts by Franklin Foer, Nick Hornby, Eduardo Galeano, and others. Films include classic soccer games, *Bend It Like Beckham* and *Shaolin Soccer*.
Credit 3 units.

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 ways in which 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 5401 Islam and Modernity
Same as U98 MLA 5401
Credit 3 units. UColl: IAA

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 Climate Change and the Global Climate Debate
Nation-states act in their self interest — and the area of climate change is no exception. What does this mean for major players such as the U.S., China, and Russia, for emerging players such as Brazil and India, and for small island nation-states and indigenous peoples who are in harm's way? This class will investigate how international relations and power play among nations affect the resolution of problems and challenges that have arisen in response to the actuality of — future prospects for — climate change. Spanning global and local perspectives, we will explore the issues at play, and how the major players engage in climate politics with one another and with the larger international community.
Credit 3 units. UColl: IAI

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 of 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 the most pressing issues in international affairs. 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, while exploring current national security topics. We will employ alternative analysis techniques — Devil's Advocacy, What If?, High Impact/Low Probability.
Credit 3 units. UColl: IAI

U85 IA 5411 The Internet and International Development
The course will explore the internet as a new tool for development, particularly in emerging nations. Sample topics include email, websites, web publishing, web advertising, internet phones, virtual classrooms, virtual libraries, and e-commerce. Prerequisite: graduate standing or permission of program coordinator in University College.
Credit 3 units.

U85 IA 542 The Roots of Globalization, World and Comparative History in Theory and Methods
The term "globalization" was first used in the 1940s and 1950s to describe the apparent shrinking of the globe through advances in communication and transportation. In reality, the world has long been knit together with bonds of trade, migration, evangelism, conquest, and biological exchange. This seminar examines the methods and theoretical tools that historians have developed to study global interactions among peoples, cultures, and nations. The seminar will be of interest to students in all historical fields and in related academic disciplines seeking to develop comparative historical models for their own areas of research.
Credit 3 units.

U85 IA 5420 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, 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, and several short papers.
Credit 3 units. UColl: IAA, NW

U85 IA 5421 International Environmental Issues
With global warming high among the concerns of many, international environmental issues are becoming an integral part of national policy issues in the United States and other leading countries. This course will examine the global assault on several key resources — air, water, forests, fisheries, land and endangered species, among others — around the world and explore national and international policies that encourage poor

or strong protection of those resources. A research paper will be required for this seminar-style class.
Credit 3 units.

U85 IA 5422 Oil Wars: America and the Cultural Politics of Global Energy
Same as L98 AMCS 442
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

U85 IA 543 Religion in a Global Context
Beginning with a genealogy of the idea of religion, we will concentrate on the emergence of the concept of "religion" shortly before and during the Enlightenment. We will then turn to the ways in which this newly emerging concept was applied to the study of non-Western cultures, which ultimately led to our current notion of "world religions," partly as a result of the "discovery" of Buddhism, Hinduism, Confucianism, etc. We will then consider the secularism thesis and its current woes. Finally, we will examine religion and globalization, a topic addressed primarily by sociologists of religion. Prerequisite: admission to the Master's of International Affairs program or the permission of the Assistant Dean for Graduate Programs.
Credit 3 units.

U85 IA 545 Globalization and Its Discontents
Globalization has inspired great controversy, with hopeful forecasts of the development of a utopian, borderless civilization ranged against dire predictions of anomie and the breakdown of local communities. We examine many sides of the controversy, from the meanings of globalization itself and its antecedents in the 19th century to the impact of globalization on national economies, politics, identities, and the environment. Considering the intersection of information technology and the global economy, we assess the prospects for a society increasingly dependent on the instant continuous flow of information.
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 546 Assessing Economic Globalization
Credit 2 units.

U85 IA 5461 Managing Global Resources and Environmental Sustainability
Credit 3 units.

U85 IA 5462 Globalization and National Politics
This seminar examines the intersection of globalization and national politics. The movement of ideas, capital, goods, services, production, and people across national boundaries produce globalization. These material linkages provide a skeletal framework for the global political economy, but also transmit effects across national borders. Politicians, policymakers, and societies discover new opportunities, but also dilemmas, as expanding interdependence challenges traditional notions of sovereignty and national policy autonomy.
Credit 3 units.

U85 IA 547 The Globalization and Development of Asia
This course is premised upon the notion of globalization as the favored paradigm for economic development and world economic integration. Focusing on China, India, and Indonesia — Asian nations deeply involved in economic integration — we will assess aspects of regional progress and the negative consequences of development such as social and environmental problems, political instability, and conflict. We will examine the implications of globalization for investments, business operations, geopolitics, and regional security.
Credit 3 units. UColl: IAA

U85 IA 548 International Environmental Analysis and Assessment
Both economic and human costs incur when a region is forced to deal with environmental crises or major natural disasters. The impact of environmental and natural disasters can be assessed through an understanding of the physical, chemical, and natural processes in conjunction with an appreciation for the regional economic/cultural/political context. Using case studies from the Asian continent and elsewhere, this course is designed to provide an understanding of both man-made and natural environmental hazards/crises, the basic chemical and physical science underlying these crises, and the tools and techniques that permit both qualitative and quantitative analysis and assessment. Prerequisite: NIMA employees; MA students in International Affairs with special permission (on a space available basis).
Credit 3 units.

U85 IA 5481 International Environmental and Resource Management
Interdisciplinary seminar on prudent management of global environment and resources. Strategy and policy issues and options. Corporate environmentalism; economic globalization and environment. Problems and potential of international treaties; the role of U.N. agencies; resource wars. Population, resources, and environment. Common property resource management. Climate change and energy futures; transboundary pollution; ocean and coastal resource degradation; global deforestation and land degradation; fresh

water scarcity. Food security, genetic resources, and species diversity. Same as U85 IA 445.
Credit 3 units.

U85 IA 5490 Russian Intellectual History
Same as U16 Hist 4490
Credit 3 units. UColl: IAA

U85 IA 5491 Terrorism and Terrorists
Credit 3 units.

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: IAA

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

U85 IA 5500 Global War and Peace
This course offers a critical evaluation of the causes of international conflict. It begins by surveying some of the classic contributions to the study of war and peace by Thucydides, Aquinas, Hobbes, Machiavelli, Kant, and Keohane and Nye. The course then examines the historical development of the modern system of states from its origins in the Peace of Westphalia in 1648 until the end of the 19th century. The final section of the course looks at the origins of the major international conflicts of the 20th and 21st century, considering the First World War, the Second World War, the Cuban Missile Crisis, and the crisis in trans-Atlantic relations that developed during the 2003 Iraq War. The emphasis throughout the course is on the relevance of the theoretical and empirical material for issues facing contemporary American foreign policy.
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 5511 International Trade and Capital Movement
An analysis of the economic determinants of the movements of goods, services, and financial assets across international borders. Topics include why countries trade, who gains and who loses from trade, trade restrictions, the determinants of exchange rates, the effects of changes in exchange rates, and the determination and effects of capital flows.
Credit 3 units.

U85 IA 552 Cases in International Business, Finance, and Economics
Credit 3 units.

U85 IA 5521 Current Issues in Financial and Economic Globalization
The course surveys the integration of national economies by financial and trade flows and information networks. We will analyze policy debates that have arisen in the past three decades over globalization. Using economic theory, we will contrast current debates on globalization with the pre-World War I Gold Standard era, the interwar era, and the Bretton Woods era.
Credit 3 units.

U85 IA 5522 Bridge at the Edge of the World: Crossing from Crisis to Sustainability
This course will explore the topic of sustainability in a global perspective. Topics for analysis include: major currents and tensions in world politics and global economics, as they impinge upon the notion of sustainability; demographic trends and implications for sustainability; natural resources and their utilization; environmental and ecological degradation and strategies for sustainable development.
Credit 3 units.

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 theories, institutions, and environmental elements that underlie international commerce. Globalization of businesses presents not only the opportunity to sell to world markets but also the challenges of potential competitors in nearly every industry. The objective of this course is to provide students with an introduction

to economic theories, international commercial entities, and the political and cultural environments that form the context for global business. Topics include country-market differences, trade and investment patterns, the international financial environment, issues in business-government relations, and strategies for international business. We focus on opportunities for, threats to, and options facing the multicultural business enterprises.
Credit 2 units. UColl: IAI

U85 IA 5550 Geopolitics of Oil: Dependency, Conflict, and Transition
This course explores global oil politics from several perspectives and contexts: America's military and economic primacy; increasing global turmoil; and China's rapid emergence as superpower and major oil consumer. We consider a range of topics, including the economic and foreign policy implications of the twilight of cheap oil, oil-centered conflicts, oil-related policies of the Bush administration, the status of the global-warming debate, and the challenge of moving away from oil dependency. Finally, we examine regional oil issues vis–à–vis the Middle East and Indonesia.
Credit 3 units.

U85 IA 5551 Trade Strategies: Theory and Practice
Credit 3 units.

U85 IA 5552 Bananas, Beef, and Sweatshops: International Trade in Theory and Practice
Issues related to international trade have become increasingly contentious, as evidenced by the protests against the World Trade Organization and recent conflicts between the U.S. and its trade partners. This course examines the economic rationale for trade and its implications — who gains and who loses. It analyzes the reasons countries restrict trade and the effects of restrictions. Topics covered include the proliferation of regional trade agreements as well as current controversies related to labor standards, the environment, and health and safety.
Prerequisite: Consult Course Listings.
Credit 3 units. UColl: IAA

U85 IA 5561 Tropical Field Biology and Primatology

U85 IA 557 International Security II
This course develops the students' depth of knowledge of a few specific areas in security studies. Some of the topics we address include counter-insurgency and low-intensity conflict; the professionalization of the military services; and the development and evolution of military doctrine. Prerequisites: International Security (U85 527) or permission of the instructor.
Credit 3 units.

U85 IA 5571 Politics of Global Finance
Credit 3 units. UColl: IAI

U85 IA 558 The New Geopolitics of Oil and Gas
Credit 3 units.

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: IAA

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 5601 The Nativist Dimension in Modern Japanese Culture
This course will explore the domain of nativist expression in modern Japan. Through a wide-ranging survey of cultural artifacts and texts that promote the notion of Japanese uniqueness, we will consider the question of Japanese identity and the key role of "invented traditions" in its construction. Our study will take into account the evolving historical context within which the discourse on nativism was played out. We will also consider the manner in which foreigners have contributed to this "uniqueness discourse" over the past 150 years.
Credit 3 units.

U85 IA 5603 Language in the Global Context
This course will explore the crucial role of language in the emerging international world order. Topics to be covered will include: the preeminence of English as a global lingua franca; the accelerating extinction of "marginal" languages; the emergence of competing linguistic hegemonies — for instance, Chinese. Attention will be paid to "global language" and its political, cultural, and economic interrelationships; to language vis–à–vis electronic media; and to the question of establishing global linguistic standards.
Credit 3 units.

U85 IA 5611 Visions and Revisions: 19th-Century Arts and Society
Same as U98 MLA 5611
Credit 3 units.

U85 IA 5613 History of Modern Japanese Foreign Relations
This course focuses on a selection of episodes in the history of Japanese foreign relations in order to explore the priorities and the policymaking institutions that have shaped Japan's modern foreign policy.
Credit 3 units. UColl: IAA

U85 IA 562 Culture and Politics of India
This course will explore the society and politics of modern India, in light of the nation's historical, cultural, and religious roots. Beginning with an introduction to the geography of the Indian subcontinent, we will examine key historical epochs (notably, the Mughal and British periods) and religions (Hinduism, Sufi Islam, Sikhism, Jainism), and the system of social castes. We will then survey the post-Independence (1947) political scene, focusing on both domestic issues and the foreign relations agenda. Students will pursue research on a topic related to contemporary Indian politics.
Credit 3 units. UColl: IAA

U85 IA 563 Contemporary Japan: Issues and Challenges
This course provides an overview of contemporary Japan through an examination of key social, political, and economic issues. Topics include the "economic miracle" and its recent souring, changing women's roles, aging population and its impact on the family, U.S.-Japan relations, and the recent controversy over Japan's wartime responsibility. Same as U85 IA 4614.
Credit 3 units. UColl: IAA

U85 IA 5630 Inside the Intelligence Community
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 5565
Credit 3 units. UColl: NW

U85 IA 5651 Culture and Politics of China
Chinese politics and political behavior can be understood through the lens of Chinese culture — history, geography, religion, language, and the arts. For example, China as the Middle Kingdom is both a geographical and a mental construct. Concepts such as dynastic cycle and the Mandate of Heaven inform contemporary thought. As much as the Great Proletarian Cultural Revolution might have tried to stamp out "old thought," Confucian thinking and ways are resurfacing in modern China. This course has two parts. In the first part, the student is introduced in broad strokes to the geography of China and its influence on political behavior; to the history of China — both imperial and revolutionary; to major religious influences, including Confucianism, Taoism, and Buddhism; and to language and the arts as insights into the structure of Chinese thinking. In the second part of the course, the student will survey post-1949 political history and be introduced to current political institutions and personalities. Students will research their choice of a modern political institution, a key political event or behavior, or an issue of public policy.
Credit 3 units. UColl: IAA

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 5669 Tropical Field Biology and Primatology - India
This field course to the Western Ghats of India gives students advanced training in field techniques relevant to primate conservation, biodiversity monitoring, and research, and exposes them to the diverse community of plants and wildlife of the area. We study ornithology, herpetology, primatology, botany, and entomology, and train in field methods including spatial orienteering, biodiversity monitoring, radio telemetry, tropical plant identification, behavioral observations, and camera-trapping. Students will complete a daily observation log, primate census log, and species sightings list. Course is 2 or 3 units and students are required to submit a research paper due after the trip to India for the 3-unit version of the course only. In addition to tuition, student costs include site fee, all airfare and ground transportation, some food and supplies, medical costs of any kind, and costs related to exigent circumstances. Medical insurance is required. Students are required to submit a course application before registration.
Same as U69 Anthro 3669
Credit variable, maximum 3 units.

U85 IA 568 Public Policy Responses to Global Poverty
In this course, we examine the theoretical and empirical literature on the causes of global poverty and evaluate public policy responses from the international community and from domestic politicians. Topics include: foreign aid (including micro-finance), debt relief, trade reform, global health initiatives, and private-public partnerships. We begin each class discussion with an overview of the problem. The final projects for the course are an evaluation of one global initiative to reduce poverty, which includes an overview of the initiative, criticisms of both the theory and implementation, and a proposed set of reforms or an alternative initiative to solve the underlying problem.
Credit 3 units.

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 569 Taiwan: Its Position in East Asia
Credit 3 units. UColl: IAA

U85 IA 570 The US in Vietnam, 1945-Present: The Challenge of Revolutionary Nationalism, Cold War Politics
This seminar will focus on America's involvement in and relationship with Vietnam from the era of French colonialism through the collapse of United States intervention and subsequent normalization of affairs at the end of the 20th century. Readings and discussions will address domestic political, cultural, and economic matters as well as military and ideological aspects, broader international implications, and the significance of the historical experience for both American and Vietnamese societies. Sources will include primary documents, articles, autobiographies, retrospective historical works, and film. Prerequisite: Consult Course Listings.
Credit 3 units. UColl: IAA

U85 IA 571 The Rise and Fall of East Asian Economies
This course will provide an overview of the dramatic turnaround among East Asian economies, which until recently appeared poised to dominate the 21st century. Taught by a leading Japanese economic journalist, the course will focus on Japan while also considering the larger relationship between East Asian economies and the U.S.
Credit 3 units. UColl: IAA

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 relation between energy resources, business strategies, political power, and foreign policy.
Credit 3 units. UColl: IAI

U85 IA 5730 The Political Economy of Multinational Corporations
Same as U25 PolSci 4730
Credit 3 units.

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.

U85 IA 575 Introduction to Qualitative Analysis
This class is designed to introduce students to the use and application of statistics techniques frequently confronted in political science articles and books. The goal of the course is twofold. First, upon completion of the course, students should be able to better read and understand many of the articles found in other courses within this program. Second, the course introduces students to the computer software program STATA in order to allow students the opportunity to begin producing their own statistical analyses. Topics covered include: linear regression, logit, probit and, perhaps most importantly, the presentation of quantitative data itself. No previous knowledge of experience with statistics is assumed or required. A university computer lab is used in part for class room instruction in the use of STATA.
Credit 3 units.

U85 IA 576 Understanding Contemporary Germany
This course introduces students to the political, economic, social, and cultural issues and controversies that shape contemporary Germany. Topics include the problematic legacy of German history, Germany's constitution, political parties, and elections, the social market economy in times of globalization, the construction of post-unification German identity, and the tensions between provincialism and the emerging multicultural society. Special attention is given to the new international engagement of the Berlin Republic: United States-German relations, and Germany's changing role in EU, NATO, and UN. Same as U85 IA 436.
Credit 3 units.

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 578 "Bananas is my Business": Latin American Affairs
We can learn a great deal from this famous phrase uttered by the "Brazilian bombshell" Carmen Miranda during the 1930s. The concept of "bananas" gives insight into the history, economics, politics, pop culture, social inequality, and outside intervention related to Latin America. In this course we will read a range of texts, which will challenge students to consider the complexity and global significance of this fascinating geographical area of Latin America — "our backyard." We will move through fields of political science, anthropology, popular culture, immigration, history, literature, and musicology.
Credit 3 units. UColl: IAA

U85 IA 5780 Global Political Economy
Global political economy has changed tremendously over the past 20 years. Research agendas in international and comparative political economy increasingly overlap with the awareness of open economy settings. With greater and greater frequency, investigators of comparative and global political economy employ common independent variables even as their dependent variables differ. I find this development exciting as we build models of political behavior that can apply across fields. We will consider important issues in the political arena, but in so doing we will focus on the design of social research and evaluate the readings from this perspective. This should help students develop an appreciation for important questions in political life, but also help construct a toolkit for their research. Building and conducting a research agenda requires creativity, but above all an appreciation for a question and hard work grounded in systematic exploration.
Credit 3 units.

U85 IA 5781 Seminar in Political Economy I
Same as L32 Pol Sci 578
Credit 3 units.

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: SS, CD A&S IQ: LCD, 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 579 Immigration Policies and Related Issues
This course examines immigration in three broad areas. First, we explore the issues and debates surrounding both legal and illegal immigration, as well as asylum and refugee status. The policies and practices of both the North American and European countries will be considered, along with the so-called "push" factors in much of the developing world. Second, the course examines the debate about guest worker programs, in part by exploring the German experience and lesson with Turkish guest workers in the 1950s and 1960s, as well as various such programs found today in the Persian Gulf states. The final section of the course looks at the issue of human trafficking and recent international attempts to police this activity. Students will write a short essay for each of the three sections.
Credit 3 units.

U85 IA 580 The Culture of Fascism East and West: The Case of Japan and Germany
This course will compare fascism as a cultural and intellectual phenomenon in Germany and Japan. A survey of texts drawn from intellectual history, philosophy, literature, and art history will reveal the cultural and intellectual conditions that gave rise to fascism in these nations, and the manner in which fascist policies were implemented in their respective spheres of influence. Attention will be paid to the quality of life in Germany and Japan under fascist rule and during the war that it precipitated. Finally, we will study the legacy of fascism in the postwar period — both within Germany and Japan and from the perspective of their erstwhile victims and the newly emerging international order.
Credit 3 units. UColl: IAA

U85 IA 582 Russia at War in the 20th Century in Literature and Film
In this course we will read fiction, poetry, memoirs, and selected journalism from the period stretching from World War I to the current conflict in the Caucasus. We also will treat a selection of war films and exposure to other aspects of popular culture such as songs and propaganda posters. The course will be weighted toward treatment of the Russian Civil War period and World War II — the most mythologized and culturally significant conflicts for Russian and Soviet culture of the past century. Prior to World War II it was the Bolshevik Revolution and victory in the Civil War that justified the Soviet social and political order. After World War II, the special place of Stalin and the U.S.S.R. in world history was underwritten by the unparalleled suffering and triumph of its peoples in the war. Recently there has been an upsurge in the production of docudramas, television miniseries, and films about World War II, as Russia under Putin seeks to regain dignity and power in its perception of itself and on the world stage. At the same time, politically sensitive archives pertaining to the war, which began to be accessible under Gorbachev and with the breakup of the Soviet Union, are, according to Western historians, once again having their doors closed.
Credit 3 units. UColl: IAA

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, 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 reemerging 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 1 unit.

U85 IA 584 20th-Century Russian History
A survey of Russian history from 1900 to the present. The course emphasizes the Russian Revolutions at the beginning and end of the century, Stalinism, de-Stalinization, and post-communist society. Much attention will be given to the assumptions and conclusions of schools of historical analysis, Marxist, totalitarian, Kremlinologist, and revisionist.
Credit 3 units. UColl: IAA

U85 IA 585 Europe Today
Consideration of the political, economic, and social developments in Europe since 1945. Particular emphasis on the development of the "welfare-state," the formation of the EC and the Eastern bloc, Europe's place in the Cold War, and the rapid transitions of the last 20 years. Consideration throughout will be given to the distinctions between European institutions, approaches, and attitudes and those of the United States.
Credit 3 units. UColl: IAA

U85 IA 5855 The European Union and the Question of Turkey
The aim of this course is to study the European Union (EU) with respect to the challenge presented by the candidacy of Turkey for EU admission. We will study the history and organization of the EU as the context for exploring Turkey — its history, society, and culture; and its complex relationship with Europe. We will consider key factors in the Turkey-EU relationship, including the Cyprus conflict, the EU's Copenhagen Criteria regarding democratic institutions, Turkey as bridge between Europe and the Middle East, and the phenomena of social identity and Euro-skepticism.
Credit 3 units. UColl: IAA

U85 IA 586 Politics and Issues of the European Union
Study of European integration, the most significant political movement in Europe and the most advanced example of regional integration. The course will focus on the process of political union as well as the historical and institutional arrangements of the 12-member European Union (EU), including the policies and issues of contemporary European member states relating to integration. It will also include a brief look at those institutions which relate directly to the European Union like the Council of Europe (human rights), and the West European Union (WEU) for security. Topics include the Franco-German perspective; the Commission, Council, and Court; the European Parliament; the Common Agricultural Policy (CAP); the economics of integration; external policies of the EU; defense of Europe; and the United States and the EU.
Credit 3 units. UColl: IAA

U85 IA 5862 Economic and Monetary Union in Europe
In January 1999 the European Union entered the final stage of the process of economic and monetary union (EMU) with the creation of the euro. This course analyzes the economic implications of EMU for Europe and for the global economy. Topics include monetary and fiscal policy in EMU, the role of the euro as an international currency, the effects on businesses and financial markets, and the costs and benefits of EMU for both member and non-member states.
Credit 3 units. UColl: IAA

U85 IA 588 Politics of East Europe
This course will examine recent political and economic developments in East Europe. We will first explore the collapse of communism (and the Soviet bloc), and the backdrop for the dramatic events of 1989. Next, we will examine the process of transition, focusing on the privatization of state-owned enterprises, and the influence of international organizations upon policymaking. We will then study the consolidation of both democracy and the market in the region. Here, using various cases studies, we will consider the nature and extent of corruption in the transition to a market economy. Finally, we will explore the region's incorporation into the European Union and NATO, together with a consideration of those countries unlikely to join either organization, and possible consequences that might create a new division in the region.
Credit 3 units. UColl: IAA

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

U85 IA 590 Old Europe: The Quality of Life
This course introduces students to the cultures of daily life in "Old Europe" (England, Benelux, France, Italy, Spain, Austria, and Germany). We study the fundamental differences between American and European ways of life as they manifest themselves in political, socioeconomic, environmental, and cultural issues. Topics include the social security net and consumer protection, living in urban landscapes and the provinces, relationships and body culture, nationalism and multiculturalism, travel and leisure time, the art of having a meal, and the frenzy of soccer. We analyze political and cultural essays, literature, and visual media.
Credit 3 units. UColl: IAA

U85 IA 591 Islam and Muslim Societies in the World Order
Credit 3 units. UColl: IAA

U85 IA 5915 Problems in International Politics: The Sick-State Syndrome
"Sick states" fail to function responsibly for both their citizens and their fellow states. Afghanistan is the most recent example of the phenomenon; we will also consider the disintegration of Yugoslavia, the Lebanese civil war, and the political failures of Somalia and Cambodia. Beginning with a general examination of the international system and various styles of government, we will identify the causes of state failure and the remedies offered by governments and international organizations, and consider why these remedies often fail. Finally, we will discuss the ways countries may recover from their sick — and therefore often threatening — condition. Readings will include recent journal articles as well as books by Hans Morganthau, Noam Chomsky, Chalmers Johnson, Robert Kaplan, and others.
Credit 3 units. UColl: IAI

U85 IA 592 Modern Russia and the International Community: 1989-2013
Credit 3 units. UColl: IAA

U85 IA 5942 Israeli Politics: Israeli Politics in Broad Perspective
Credit 3 units. UColl: IAA

U85 IA 595 Politics of the Arab World
Credit 3 units. UColl: IAA

U85 IA 596 Readings in African History
This course is a graduate reading seminar in African history. Selected topics will include: African geography and environmental history, the classical kingdoms of the Sahel, the development of Swahili culture, the trans-Atlantic slave trade, the historical roots of Apartheid, the intellectual and material culture of colonialism, African resistance and adaptation to social change during the colonial era, decolonization, and roots of some of the major problems facing modern Africa. Prerequisite: admission to Master of International Affairs program or graduate program in History, or permission of the Assistant Dean for Graduate Programs.
Credit 3 units. UColl: IAA

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** provides the chance to practice the methods of interdisciplinary inquiry that are the hallmark of a rigorous liberal arts education. As a student in the program, one can explore questions of identity through art, literature, and religion; analyze the politics of race in fiction, historical documents, the visual arts, and music; debate ethical choices presented by fiction writers, jurists, philosophers, and scientists from antiquity through the present.

Students examine literary, artistic, and cinematic masterpieces; historic moments of discovery and change; traditions of thought; cultural differences; and civic responsibilities. They sharpen their thinking about contemporary values and choices through courses that ask them to reflect on an individual's relation to society; on technology and the spread of ideas; on challenges to freedom; and on inspiration and creativity.

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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.

Courses

Visit https://courses.wustl.edu to view semester offerings for U98 MLA (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U98).

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: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

U98 MLA 4172 Roman Remains
Same as L93 IPH 4171
Credit 3 units. A&S: TH A&S IQ: HUM

U98 MLA 420 Rembrandt van Rijn
This seminar explores the connections between the life and work of Rembrandt. The biography of this 17th-century Dutch artist will serve as a foundation to explore the breadth of Rembrandt's activity as a painter, printmaker and draftsman. Special attention will be paid to original artworks by Rembrandt and his contemporaries in St. Louis collections. Prerequisite: Consult Course Listings.
Credit 3 units.

U98 MLA 421 Selected English and American Writers: American Fiction and Poetry, 1880-Present
Credit 3 units.

U98 MLA 422 Byzantine Empire
Credit 3 units.

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

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 448 Talking Back to Your TV
Same as U48 Comm 343
Credit 3 units.

U98 MLA 4522 In Syknesse and in Healthe: History of Medicine in the Middle Ages
What do we mean by medicine in the Middle Ages? How did medieval societies structure health care? How did they react to disease and health? How did different kinds of patients get treated differently by different kinds of practitioners? What relationship does medieval medicine have to modern medicine? By looking at institutions shaped in the Middle Ages, like the university and the hospital, at illnesses like the plague and leprosy, and at groups of patients and care givers like women and surgeons, we will explore medieval medicine as it developed from late Antiquity to the late Renaissance. Seminar class. Prerequisite: Western Civilization.
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: TH A&S IQ: HUM Art: AH

U98 MLA 465 South Asian Societies: Politics and Culture
Same as U25 PolSci 464
Credit 3 units.

U98 MLA 4671 Michaelangelo: Painter, Sculptor, Architect
An examination of his life, his work, and his time. A consideration of the artist's painting, sculpture, and architecture in relation to his contemporaries and to the broad historical, political, and artistic currents of his day. Prerequisite: Art-Arch L01 361 or Art-Arch L01 362.
Same as L01 Art-Arch 3671
Credit 3 units. A&S: TH Art: AH BU: HUM

U98 MLA 468 History of American Journalism
Credit 3 units.

U98 MLA 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 stroytelling 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: Consult Course Listings.
Same as U89 AMCS 469
Credit 3 units.

U98 MLA 4703 Hegel and Hegelianism
Same as U66 RelSt 4703
Credit 3 units.

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: SS A&S IQ: SSC Art: SSC

U98 MLA 4721 American Art and Culture, 1945-1960
Credit 3 units.

U98 MLA 474 Hermeneutics: Interpretation of Sacred Texts
Traditional and contemporary methods in interpreting sacred texts. Special themes: Jewish midrash, the medieval fourfold sensus, documentary hypotheses, literary genres, form criticism, structuralism, and deconstruction. Texts draw from the Bible, the Quran, the Odes (China), and Bhagavad Gita. Authors include Augustine, Rashi, Aquinas, Luther, Wellhausen, Bultmann, Ricoeur, Schleier-Macher, Derrida, and others.
Same as U66 RelSt 474
Credit 3 units.

U98 MLA 480 Women's Health Care in America
This course will provide a broad historical overview of women's health care in America. We will 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 will trace the changing perceptions and conceptions of women's bodies and health. Authors will include: Catherine Maria Sedgwick, Nathanial Hawthorne, Edgar Allan Poe, Dr. Mary Putnam Jacobi, Charlotte Perkins Gilman, Louisa May Alcott, Joan Jacobs Brumberg, and Natalie Angier.
Same as U89 AMCS 480
Credit 3 units.

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 5010 Practical Criticism: Theorizing Buffy the Vampire Slayer
Same as U65 ELit 301
Credit 3 units. UColl: ENL

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 the world. These three works will enable the class to consider aspects of 19th-century intellectual, economic, and social sociopolitical history. No special knowledge of biology, political science, or music is required.
Credit 3 units.

U98 MLA 5051 The Legacy of Greece
Poetry, tragedy, comedy, history, philosophy, mathematics — the ancient Greeks not only had a word for it (which eventually became our word for it) but they also produced works in these fields which succeeding cultures have either eyed with suspicion or idealized. The class will read several of the major Greek authors, including Homer, Sophocles, Aristophanes, Thucydides, and Plato; and also look at the various controversies regarding the usefulness of Greek culture in the first centuries of Christianity, among the Founding Fathers of the American republic, and in the contemporary argument over the so-called "canon." Prerequisites: admission to MLA program or graduate standing and permission of program coordinator in University College.
Credit 3 units.

U98 MLA 505L Darwin, Marx, and Wagner
Three works completed in 1859 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*. Aside from a proximity in time, these three works share a number of remarkable and intriguing parallels: an inherent belief in evolution; materialism permeated with romanticism; faith in progress; and the application of change in the world. Using these three works, this seminar explores the parallels to understand something about the various strands of 19th-century intellectual and social history. No special knowledge of biology, political science, or music is required.
Credit 3 units.

U98 MLA 5061 Literature of Catastrophe
This course will explore the reasons why and the means by which writers represent catastrophic events. We will consider how literature responds to mass violence, asking what obligations and what limitations art has in the face of traumatic memory and experience. Do we beautify and thus make intelligible what is unspeakable? We will consider whether bearing witness reveals or obscures historical truth. Works to include: Primo Levi, The Drowned and the Saved; Albert Camus, The Plague; Erich Maria Remarque, All Quiet on the Western Front; film clips from Claude Lanzmann, Shoah; and Marguerite Duras and Alain Resnais, Hiroshima Mon Amour. We will also read studies addressing issues, both ethical and literary, related to narrating disaster, including M.W.G. Sebald, The Natural History of Disaster; Shoshana Felman, Testimony; and Saul Friedlander, Trauma, Memory, and Transference.
Credit 3 units.

U98 MLA 5071 John Dewey's Vision of American Democracy
Same as U89 AMCS 507
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 508 Vienna 1900
Credit variable, maximum 3 units.

U98 MLA 5081 Looking East, Looking West: Changing Perceptions in and of China
Credit 3 units.

U98 MLA 508T The Idea of Rome
Ancient Rome, ironically titled "the eternal city," has fascinated poets and philosophers for millenia. The grandeur and decline of its civilization and culture have served both to guide and to warn. We will examine how over the centuries writers have meditated on the meaning and nature of Rome. Readings from Cicero, Virgil, Tacitus, Augustine, Machiavelli, Shakespeare, and Gibbon.
Credit 3 units.

U98 MLA 509 American Thinkers and Philosophers
Examination of the works of such major philosophical writers as Emerson, Peirce, James, Santayana, and Dewey; and supplementary readings with a range of selections that emphasize the philosophic, historical, scientific, religious, or literary and artistic context in which these philosophers wrote. For example, supplementary readings may include selections from Plato, Aristotle, Kant, and Hegel for philosophic background; from Darwin and Einstein for scientific context; and from Shakespeare and Whitman for literary background. Students are encouraged to examine works of art, magazines, and journals from the same period as each philosophical writer. Discussion of such philosophic topics as metaphysics, religion, art, morals, and scientific method.
Credit 3 units.

U98 MLA 5101 Nonfiction: Reading and Writing the Memoir
Credit 3 units.

U98 MLA 5113 Western Social Thought and Contemporary Social Problems
A study of the predominant ideologies and myths within Western social thought, their historical origins (Locke, Rousseau, and Marx), and how various societies and countries confront the modern dilemmas of our civilization: e.g., religious, racial, and national tolerance/intolerance; the welfare state and the market; technology and globalization; liberalism and individual rights; social stratification and inequality; work and/or unemployment; immigration; and the role of women.
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: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

U98 MLA 5121 The First Amendment: Free Speech and Free Press
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 perfoming 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.
Same as U89 AMCS 512
Credit 3 units.

U98 MLA 5132 The Sociological Imagination
Credit 3 units.

U98 MLA 5134 The Rhetoric of Law in American Society
This course will introduce students to the classical rhetorical tradition (with which virtually all of the Founding Fathers were familiar), and will then examine a variety of American legal (and other) materials in order to determine what role the rhetorical tradition generally, and the rhetoric of law specifically, have played in shaping American legal and political culture. Course requirements include a series of weekly writing assignments.
Credit 3 units.

U98 MLA 5135 American Social Character: Individualism and Community
An exploration of the American social character from its earliest beginnings to the present day. The class will seek the sources of American values, and the political, economic, and social forces that have changed these values over the centuries with an emphasis on the conflict between individualism and the need for community. Readings begin with two key sources of American values from British political thought: Hobbes and Locke. Tocqueville will then teach us about the American social character in the 1830s, a set of values that is still with us but under attack in the present day. We will see these values expressed in practical terms by Emerson, Thoreau, Lincoln, and Martin Luther King. Henry Adams will give us a picture of the corruption of America's earlier values in the period after the Civil War. We will also read from three analytical works on changes in American social character.
Credit 3 units.

U98 MLA 5143 From Bodghaya to Boston: The Buddhist Path
An exploration of the historical and doctrinal developments of Buddhism from its inception in fifth century BC India to its transformations in East and Southeast Asia and finally its coming to the West. The emphasis will be on the ways in which Buddhism arose, expanded, modified, and continues to change in response to varying historical contexts, cultural horizons, and existential needs. Readings will include selections in translation from a variety of Buddhist religious texts, as well as poetry, autobiographies, and other types of readings. Some background in Buddhism or Asian history and thought helpful but not required.
Credit 3 units.

U98 MLA 5144 Creation and Cosmology
Credit 3 units.

U98 MLA 5145 Religion in American Culture: Narratives in Personal Spirituality
Same as U89 AMCS 530
Credit 3 units.

U98 MLA 5146 Judaism in the Time of Jesus
Credit 3 units.

U98 MLA 5147 The Scriptures of Judaism, Christianity, and Islam
Among the objectives of this course will be: to enquire into the nature of religious language and texts; to ask in this connection what scriptures are, how they are formed historically, and why they come to be accepted as authoritative by certain communities; to become familiar with the most important methodologies used to interpret scriptural texts; to apply approaches from the discipline of comparative religion in order to gain an understanding of how the three monotheistic faiths, Judaism, Christianity, and Islam, differ and what they have in common.
Credit 3 units.

U98 MLA 5150 Hollywood on Hollywood
Same as U89 AMCS 5151

Credit 3 units. UColl: ACF

U98 MLA 5151 Discovering the Heartland
The central regions of the United States, most especially the prairies, were slow to find their place in America's sense of itself. Called the "Great American Desert" on many early 19th-century maps, the interior grassland — with time and cultivation — proved able to feed a vast nation. What travelers dismissed as a "waste" and described as a kind of inland sea separating east from west came to epitomize America, became its heartland. This course will examine literary, political, and historical texts that mark our passage through this transition of thought and place. Readings will include exploration narratives, scientific reports, political speeches, and historical commentary (as well as — of course — novels and poems).
Credit 3 units.

U98 MLA 5161 Utopia and Literature
Various classical texts describe ideal "utopian" societies, descriptions which form a kind of "utopian discourse," a way of talking about reality as something different from what it actually is. This seminar seeks to provide the proper conceptual background for a better understanding of how certain modern writers have used these utopian patterns of discourse to characterize an alien society. Beginning with Plato's *Republic*, Augustine's *City of God*, and Sir Thomas More's *Utopia*, students will isolate several important features of utopian discourse and study how these traits and ideas reappear in more recent works by writers from "outside" the societies they write about, e.g., the United States (Tocqueville, *Democracy in America*, and Baudrillard, *America*) and Japan (Barthes, *Empire of Signs*). Two papers required: one at midterm on classic utopian texts; the second at the end of the semester, in which students are invited to apply what they have learned to any of a number of modern works.
Credit 3 units.

U98 MLA 5162 The Western Canon: Pros and Cons
Credit 3 units.

U98 MLA 5163 Lewis and Clark — Exploration, Encounter, and Culture
Same as U89 AMCS 516
Credit 3 units.

U98 MLA 5171 Augustine's Major Writings: Humanity's Place in the Universe
Credit 3 units.

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? Why 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 518 Religion, Culture, and Society
Credit 3 units.

U98 MLA 5182 Reality Fiction: Autobiography in the Arts
This seminar explores the complex relation between autobiography and truth. Focusing on the issue of authenticity in art, we investigate how authors' depictions of their lives alternately mirror and distort the events they lived. Our examination of "confessional" works, including Shakespeare's *Tempest*, Ibsen's *Master Builder*, Lawrence's *Sons and Lovers*, Joyce's *Portrait of the Artist as a Young Man*, O'Neill's *Long Day's Journey Into Night*, Williams's *Glass Menagerie*, Plath's *Bell Jar* and Shepard's *Buried Child*, allow us to consider not only evidence of the authors' own lives but also how novels and dramas interrogate personal history to create meaning in art.
Credit 3 units.

U98 MLA 5191 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.
Same as U89 AMCS 519
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 Crèvecoeur, "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, Velazquez, 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 Abelardo 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 5212 Crow on Withered Branch: The World(s) of Japanese Poetry
Credit 3 units.

U98 MLA 5213 Celtic Literature and Religion: Ancient Druids to Modern Ireland
The Celts from ancient to modern times, with an emphasis on the greatest works of medieval Celtic literature. Major themes of the course include the Celts as a part of the classical world, Celtic religion, the Druids, the role of women in Celtic culture, the Arthurian Tradition, and the influence of the Celts on later literature and poetry, including that of Yeats and Heaney.
Credit 3 units.

U98 MLA 5214 Voices of Latin American Literature
A study of the masterpieces of Latin American literature from the Conquest to the present. Themes include the Conquest from the perspective of the conquerors as well as the conquered; the challenge to religious authority from Sor Juana Ines de la Cruz in the 17th century; the crisis of national identity and the racial question in the 19th century; political turmoil during the period of "the Dirty War." Readings include selections from Columbus, Cortes, Leon Portilla, Sor Juana, Echeverria, Marti, Rodo, Paz, Fuentes, Vallejo, Neruda, Borges, Garcia Marques, Ferre, Gambaro, Dragun, and Menchu.
Credit 3 units.

U98 MLA 5216 Magical Realism in Latin American Literature and Film
We will explore some of the most intriguing and original works of the 20th century by major Latin American writers such as Jorge Luis Borges, Isabel Allende, and Nobel Prize winner Gabriel Garcia Marquez. As North America's exotic Other — geographically and culturally — Latin America is often depicted in terms of "magical realism," a style that combines fantastic, mythical, and dreamlike themes with artistic imagination. Our discussions will concentrate on magical realism in literary texts, but we will also draw from pertinent background materials, including a selection of feature and documentary films from Cuba, Mexico, and Argentina. Prerequisite: Consult Course Listings.
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, crackling 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 5218 European Cinema Today: The Films of Krzysztof Kieslowski, Lars von Trier, and Tom Tykwer
This seminar is designed to explore and compare the work of three major European directors: Kieslowski (Poland), von Trier (Denmark), and Tykwer (Germany). Kieslowski's *Dekalog*, *The Double Life of Veronique*, and *Red, White, Blue*; von Trier's *Zentropa*, *Breaking the Waves*, *The Idiots*, *Dancer in the Dark*, *Dogville*; and Tykwer's *Winter Sleepers*, *Run Lola Run*, *The Princess and the Warrior*, and *Heaven* have fundamentally reshaped the landscape of European cinema since the early 1990s. Although they differ significantly in terms of their style and narrative focus, their films all raise intriguing questions about the nature of time and history; the role of chance and identity; and the process of filmmaking itself. Moreover, the work of all three directors urges us to rethink the role of European cinema in an era of international co-productions and transnational orientations. Students will have the option of viewing the films on Monday evenings or of borrowing them from the library to view before class.
Credit 3 units.

U98 MLA 5223 The Dysfunctional Family in American Drama
One can say without fear of exaggeration that American drama is family drama. In countless plays from O'Neill to Tennessee

Williams to Wendy Wasserstein and Sam Shepard, the family and its complex series of love-hate relations has been seen by our best playwrights as a microcosm of America itself, and its dreams and illusions. This course will examine the theme of family relations on the American stage from 1920 to the present day. Along with a close study of individual plays we will also research the psychological and social underpinnings of the family in America, asking ourselves about its meanings, myths and functions. Plays include: O'Neill, *A Long Day's Journey into Night*; Williams, *The Glass Menagerie*; Miller, *Death of a Salesman*; Albee, *Who's Afraid of Virginia Woolf?*; Hansberry, *A Raisin in the Sun*; Fierstein, *The Torch Song Trilogy*; Norman, *'night Mother*; Wasserstein, *The Sisters Rosenzweig*; and Shepard, *Buried Child*. A large number of these plays have been made into films, and we will take advantage of these to supplement our analyses of the playscripts.
Credit 3 units.

U98 MLA 5232 Appreciation of Poetry
Credit 3 units.

U98 MLA 524 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 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*, 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 5242 The Literary 1960s: Years of Hope/Years of Rage
Taking its subtitle from the one used by Todd Gitlin for his monumental sociological study of the 1960s, this seminar will focus on the diverse and exciting literature of this often chaotic, always fascinating period. Readings will include popular and influential books by Jack Kerouac, Ken Keasy, Tom Wolfe, Germaine Greer, Eldridge Cleaver, and Joan Didion. Attention will be paid not only to important new artistic, political, and social movements, as seen by these writers, but also to films and music of the time.
Credit 3 units.

U98 MLA 5243 American Voices
Certain major novelists and poets exhibit a complexity of vision and voice that seems distinctively American. Emphasis will be on the personal and cultural sources and shaping of literary voice, its power to render and even create our experience, and its characteristic American registers: Romantic, metaphysical, discursive, lyrical, and colloquial. Selections may include Melville (*Moby Dick*), Henry James, Faulkner, Hemingway, Frost, Stevens, Bellow, Ellison, Gass, and DeLillo.
Credit 3 units.

U98 MLA 5252 Minority Experience and the American Novel
Credit 3 units.

U98 MLA 526 Film and Psychoanalysis
Credit 3 units.

U98 MLA 5260 Bridges to/from Cuba: Art, Literature, and Social Change
We explore Cuba as a fascinating and much-misunderstood country, wrought by the rise and fall of plantation economy, capitalism, and socialist utopia. Using a combination of texts and documentary materials gathered by the instructor during her research trips to Cuba, we learn how longstanding patterns regarding race, national identity, class, and gender relations have evolved in(to) the socialist, and now the "post-socialist," context. The class explores the intertwined histories of the United States and Cuba, on one hand, and the legacy of the sugar-and-slavery complex (the Black Atlantic), on the other. Topics include ethnic and gender identities, the myth of Che Guevara, "revolutionary" forms of artistic experimentation, African-Cuban religions, popular music, political oppression and dissent, and the Cuban-American counterpoint of migration and diaspora. Texts by Antonio Benítez Rojo, Guillermo Cabrera Infante, Alejo Carpentier, Antonio José Ponte, Marilyn Bobes, Ana Méndez, and Achy Obejas, Nancy Morejón, Reina María Rodríguez, and Excilia Saldaña, as well as selected essays and political speeches. Films, to be viewed outside of class, include *Strawberry and Chocolate*, *Guantanamera*, and *The New Art of Making Ruins*. Screenings will take place on campus, or students may use ARES to view them on their own.
Credit 3 units.

U98 MLA 5261 Romance
Romances tell how lovers learn about the world and themselves by loving, suffering, and developing (perhaps) as individuals. An exploration of the genre over time, space, and culture, including examples from elite and popular literatures. Primary readings may include ancient Greek novels, the tales of the Arabian Nights, European medieval works (Chretien de Troyes's *Perceval* or *Yvain*, Gottfried von Strassburg's *Tristan*, or Chaucer's *Troilus and Criseyde*), Persian and Chinese romances, European modern classics (Abbe Prevost's *Manon Lescaut* or E. Bronte's *Wuthering Heights*), and contemporary sizzlers from the local supermarket. Several films will also be assigned and discussed, as will selected secondary readings.
Credit 3 units.

U98 MLA 5262 Love in the Novel/Love of the Novel
The focus in this course will be our own pleasure in reading. How do we assure that this pleasure survives into the next century now that the visual, the sound bite, the video clip permeate our lives? We will attempt to answer this question by rediscovering one of the great love stories of all times, Leo Tolstoy's Anna Karenina. Daniel Pennac's Reads Like a Novel, a recent work about the pleasures of reading for pleasure, will guide us as we isolate elements of Tolstoy's story that compel us, that teach us about our own needs and desires as readers. We will explore

how the pleasure of reading is inseparable from the power of texts to influence us. The class will consider novels whose love stories are molded by the characters' own reading and writing: Austen's Northanger Abbey, Flaubert's Madame Bovary; Proust's Combray; Skßrmeta's The Postman; Bernhard Schlink's The Reader, and Peter Greenaway's film The Pillow Book. Far from being immune to or eclipsed by history and politics, the pleasure of reading will be shown to reflect the reader's appreciation of the larger fabric of society, where passion is set against war, prostitution and economic constraints, mental illness, adultery, and prejudice.
Credit 3 units.

U98 MLA 5263 The City in American and European Modernism
The city has played an ambiguous role in the modern European and American imaginations. For some, the city offers personal freedom in an environment of social diversity and experimentation, while for others the city is a place of isolation, alienation, and fragmentation. We will consider these and other conceptions of the city, with particular attention to the relationship between the city and modernist aesthetics. The course will examine literature, theory, and film, including James Joyce's *Dubliners*, Virginia Woolf's *Mrs. Dalloway*, Ayn Rand's *The Fountainhead*, William Gibson's *Neuromancer*, Lang's *Metropolis,* and Ridley Scott's *Bladerunner*.
Credit 3 units.

U98 MLA 5264 Literature of Affliction
This course examines the prevalent themes of sickness and healing in literature. Writers have long represented illness of the wound both as an individual catastrophe and/or as a symptom of more widespread social ills. As a corollary there has emerged the figure of the healer, whose status reflects the urgency societies feel in the face of death. In addition to studying this fundamental tension between the malady and the cure, we look at how writers use the theme of affliction as a vehicle to examine other aspects of the human condition: what sickness means; how we heal; how standing at the precipice of death can sharpen our perception of life. Readings include Sophocle's tragedy *Philoctetes*; The Book of Job; Charlotte Perkins Gillman's "The Yellow Wallpaper"; Freud's *Dora*; Thomas Mann's "Death in Venice"; William Styron's *Darkness Visible*; Paul Monette's AIDS memoir, *Borrowed Time*; and a variety of short accounts of addiction by such authors as Edgar Allan Poe, Leo Tolstoy, and Dorothy Parker.
Credit 3 units.

U98 MLA 5267 City Limits
City limits are the physical boundaries that delineate a center of population, commerce, and culture. Whether the labyrinthine streets of an actual city, the confines of a royal court, or the highly ritualized space of the convent, the circumscribed space that we explore offers itself up as a map to human experience that is at once alienating and exhilarating. We examine ways in which the city breeds anonymity, struggle, power, and pleasure in texts and images from the Middle Ages through the present. Works to include Christine de Pizan's *Book of the City of Ladies*, Mme de Lafayette's *Princesse de Clèves*, paintings by Johannes Vermeer and his contemporaries, Denis Diderot's *Nun*, Nikolai Gogol's *Petersburg Tales*, Saul Bellow's *Adventures of Augie March*, Michel Butor's *Passing Time*, Italo Cavino's *Imaginary Cities*, Amos Gitai's film *House in Jerusalem*, and contemporary photographs by Andreas Gursky and Abelardo Morell.
Credit 3 units.

U98 MLA 5272 Art, Society, and Culture in America's Gilded Age
The relationship of artistic and literary representation to the historical transformations of American society from the end of the Civil War to the turn of the century. The course material is arranged thematically around such social and cultural issues as city and country, contesting visions of culture, ethnicity, gender, imperial identity, gilded age utopias, technology, and the frontier. Readings focus on primary sources: essays, novels, and short stories by such authors as Whitman, Veblen, Howells, Twain, Bellamy, Chopin, and Jewett. Artists, architects, and sculptors include Eakins, Sargent, Homer, Remington, Sullivan, Saint-Gaudens, and others. Prerequisite: admission to Master of Liberal Arts or MA in American Culture Studies program.
Credit 3 units.

U98 MLA 5273 Land and Place in Modern Literature
Modern life divides us between belonging and rootlessness, attachment and mobility, pastoralism and urbanism, nationalism and the "global village." These poles define each other in tension: attachment to local place, for example, is deepened by the experience of placelessness, while the drive toward internationalism prompts the turn toward region and native soil. Literature of the past hundred years reflects and defines these issues though story, setting, and character. Readings include works by Tolstoy, James, Proust, Lawrence, Forster, and Lampedusa. Weekly writing assignments.
Credit 3 units.

U98 MLA 5280 Rembrandt, Vermeer, and The Golden Age of Holland
This course will study the originality of Rembrandt van Rijn and Jan Vermeer, the two principal artists of the Dutch Golden Age. We will study why paintings like Rembrandt's Nightwatch, his many self-portraits and biblical scenes, prints and drawings allow his work to have an enduring appeal. We will also examine Vermeer's elegant scenes of contemporary life, such as the Girl with the Pearl Earring and Woman Holding a Balance, in conjunction with works by Frans Hals, Judith Leyster, Gerard Terborch, Jan Steen, and others. These artists will help us to appreciate how, amidst a war for independence, conflict over religious freedom, and lucrative overseas trading, the Dutch Republic saw the first modern economy, a new cosmopolitanism, and advances in science and industry.
Credit 3 units.

U98 MLA 5282 Shakespeare's Tragedies
In this course we will closely read some of the greatest works of art: Shakespeare's major tragedies — Hamlet, Othello, Macbeth, and King Lear — with some attention to earlier tragedies and a late romance, *The Winter's Tale*, as it recapitulates and transforms tragic structures and themes. With a working assumption that Shakespeare is both "of an age" and "for all time," our perspective will be dual. On the one hand, we will consider some of the historical, cultural, and literary conditions that make Shakespeare a Renaissance writer. On the other hand, we will contemplate and appreciate the astonishing resonance that these dramatic poems carry across time, as meditations about evil, suffering, dignity, and transformation.
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 (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 5292 The Age of Victoria
Credit 3 units.

U98 MLA 5293 Literature & Culture of the Later Middle Ages
Credit 3 units.

U98 MLA 5294 Images of Empire
The course will examine a variety of ways in which the immense and expanding British Empire centrally informed the literature and popular culture of the late 19th and early 20th century in Britain. We will examine accounts of explorers like Mary Kingsley, David Livingstone, and Henry Stanley as they trekked through Africa and the Near East to spread the gospel, seize territory, trade, discover, praise, and deplore. We will study the literature produced by Anglo-Indians like Rudyard Kipling, Englishmen born in India negotiating the complicated terrain of native and cultural "homes." We will examine the writings of those who went to the East to govern, such as George Orwell and Leonard Woolf. In addition, the class will explore adventure fiction by authors such as H. Rider Haggard, A. Conan Doyle, and Wilkie Collins, for whom the Empire was primarily a fertile ground for projected fantasy, desire, and terror. We will also look at some images of empire, including political cartoons, advertising, and motion pictures.
Credit 3 units.

U98 MLA 5295 Love and the Exploration of the Self in Medieval Literature
Love was a source of fascination and anxiety for many medieval writers. The class will examine the ways the greatest writers of the Middle Ages thought of love, considering it in its spiritual, sexual, parental, filial, human, and divine forms. Through exploring love in all of its forms, medieval writers developed many of the tools for understanding the self that we continue to use today. Readings begin with the Confessions, Augustine's great spiritual autobiography, and proceed through French troubadour poetry, Marie do France's Lais, Chretien de Troyes's Erec and Enide, Dante's Inferno, Boccaccio's Decameron, the anonymous Pearl, and selections from Chaucer's Canterbury Tales.
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.

U98 MLA 5321 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: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

U98 MLA 5341 Relativity and Quantum Ideas
Two major advances in physics have revolutionized our thinking in this century: relativity and quantum theory. These theories represent departures from intuitive physics which had been largely based on everyday phenomena and experimentation of modest scale. Many of the central ideas of relativity and quantum theory can be reviewed without any more mathematics than high school algebra. There will be introductory and complementary material such as Newtonian mechanics as the prelude to relativity, and classical ideas about the nature of light and waves before introducing quantum ideas.
Credit 3 units.

U98 MLA 5351 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 examines 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.
Same as U89 AMCS 535
Credit 3 units.

U98 MLA 5353 Cultural Geography: Mapping Paris
This course will study how, over centuries and across national borders, Paris remains central to our sense of culture. Our focus on Paris will extend from the 16th century to 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 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 home decor, contrasting paintings of Boucher, Fragonard, and Watteau in France with those of Hogarth and Gainsborough in England. We will follow middle class desire in the 19th century as it radiates through Paris in Flaubert's *Madame Bovary* and into Vienna via Freud's *Dora*. We will consider how Butor's *Change of Heart* experiments with Paris and Rome in ways that Auster's *New York Trilogy* extends into an illusionistic game. These studies will be complemented by a look at modern photographs of Paris and New York by Cartier-Bresson, Doisneau, Stieglitz, and others.
Credit 3 units.

U98 MLA 5361 Darwin and Evolutionary Controversies, Past and Present
Credit 3 units.

U98 MLA 5363 Evolution and Society
This course will examine the Darwinian theory of evolution by natural selection in both its original form (Darwin's 1859 edition of *On the Origin of Species*) and its fuller development up through the evolutionary synthesis of the 1930s through the 1950s. The class will also explore the impact of Darwin's theory on concepts of human society and human beings' place in nature. Readings, which will be mostly from primary sources, include writings by Darwin and his contemporaries as well as by subsequent generations of social thinkers who tried to apply Darwinian theory to society (including social Darwinism, eugenics, sociobiology, and evolutionary psychology). The course will end with a discussion of evolution and religion, from Bishop Wilberforce through the Scopes Trial to contemporary "scientific" creationism.
Credit 3 units.

U98 MLA 537 Physics and Controversy
Credit 3 units.

U98 MLA 538 Desire and the Marketplace
We will explore how authors depict the impact of the economy on amorous relations, paying close attention to how market forces constrain the role of women. We will examine the striking similarity of women's roles in various societies as commercial relations take hold in a market economy and give rise to an increasingly visible bourgeoisie. Discussion will focus on how economic relations influence social relations; the role of individuals within this market; the pressures on women and marginal groups; the commodification of society; the role of the mother, the virgin, and the prostitute. Readings include Saikaku, *The Life of an Amorous Woman*; Defoe, *Moll Flanders*; Balzac, *Eugenie Grandet*; Flaubert, *Madame Bovary*; Ba, *So Long a Letter*; Emecheta, *The Joys of Motherhood*; and Borges, "Meeting in August."
Credit 3 units.

U98 MLA 5381 Art in St. Louis History
Same as U89 AMCS 538
Credit 3 units.

U98 MLA 5399 Jewish, Muslim, and Christian Scriptures: The Formation of Community
Reading the sacred texts of the Abrahamic religions, we will examine how Jewish, Christian, and Muslim traditions use cultural symbols to create community. Since Christianity arises from and in opposition to Judaism, and since Islam both extends and also breaks with Judaism and Christianity, we will explore how the development of "difference" contributes to perceptions of religious identity. Noting that one of the important functions of cultural symbols is to counter threats of chaos and meaninglessness, we will further consider how Jewish, Christian, and Muslim communities use symbols to construct a humanly meaningful sense of "world" and of "history," concepts that are essential for maintaining group cohesiveness.
Credit 3 units.

U98 MLA 540 Islamic Movements of Reform, Revival, and Revolution
The continuous reassessment of Islam, as a religion and as a social, intellectual, and political movement since its inception 14 centuries ago and an examination of contemporary Islamic movements as only the latest manifestation of long-term trends.
Same as U85 IA 493
Credit 3 units.

U98 MLA 5401 Islam and Modernity
During the past three decades, the rise of political Islam in countries with Muslim majority populations has brought the Islamic tradition into the public limelight. Previously unknown Islamic terms such as "jihad" and "fatwa" have entered the English language, and media coverage of various aspects of Islam have become routine. This course offers a framework for understanding the place of Islam in the modern world by considering its global presence in social and cultural life, as evident in literature, art, religious practice, and politics. We consider the recent history of Muslims worldwide, the legacy of colonialism, political Islam, religious reform and modernism, gender, spirituality, literacy and artistic expression, as well as religious and cultural pluralism. We also study the question of Islamic identity as informed by contemporary Muslim figures of diverse leanings, such as Sayyid Qutb, Alija Izetbegovic, Shabbir Akhtar, Fatima Mernissi, Abdulkarim Soroush, Osama bin Laden, and Fethullah Gulen.
Credit 3 units.

U98 MLA 5402 The Ball is Round: The Global Culture of Soccer
Same as U85 IA 440
Credit 3 units.

U98 MLA 5403 Midlife Questing in the Odyssey and Don Quixote: The Long Road Home or Breaking Loose
Credit 3 units.

U98 MLA 5411 In Search of Love: From the Court to the City
This course examines the politics of love as it dominates social life from the Italian Renaissance, when lack of dowries sent many women to convents, through present-day relationships shaped by race, religion, and class. Reading Sarah Dunant's *Birth of Venus*, which chronicles a young woman in Florence under the Medici, and Mme de Lafayette's *Princesse de Cleves*, which recounts a young woman's struggles at the French court, we will study the institution of marriage as it conflicts with lovers' passion. Interiors by artists Pieter de Hooch, Johannes Vermeer, Emanuel de Witte, Gainsborough, Boucher, Fragonard, and others enable us consider the domestic sphere and women's roles in the early modern period as they extend from the decorous to the thinly veiled erotic object of male desire. Novels set in Paris (Emile Zola, *Nana*), London (Hanif Kareshi, *The Buddha of Suburbia*) and Dakar (Mariama Bâ, *So Long a Letter*), and films set in Los Angeles (Paul Haggis, *Crash*) and Mexico City (Alejandro Gonzalez Inarritu, *Amores Perros* [*Love's a Bitch*]) expose the tensions of modern relationships as they play out against the backdrop of fast-paced capital cities. Films to be viewed outside of class.
Credit 3 units.

U98 MLA 5413 Vietnam and America
Examination of the impact of the Vietnam War on the United States
Credit 3 units.

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 Bardeschi.
Credit 3 units.

U98 MLA 5420 History of American Architecture
"The perennial architectural debate has always been, and will continue to be, about art versus use, visions versus pragmatism, aesthetics versus social responsibility. In the end, these unavoidable conflicts provide architecture's essential and productive tensions; the tragedy is that so little of it rises above the level imposed by compromise, and that this is the only work most of us see and know." —Ada Louise Huxtable. This course examines the ideological, political, economic and social determinants that have shaped the look of American architecture. Starting with a thorough survey of the historic development of American architecture pursued in a chronological reading of styles, forms, and major architects, the course examines key tensions in the development of American architecture. Students will undertake readings, site visits, and discussions that probe whether there is a distinctly American mode of creating architecture, and what contingencies illuminate or obscure that mode. The central questions of this course: What are the definitive characteristics of American architecture? Does the American practice of architecture espouse an exceptionalism, or does it emulate international precedents (or both)? Do the characteristics of American architecture reveal the social, economic, and political structures of its production? Ultimately, can we read an American building to reveal sense 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 fulfills the Humanities and Fine Arts distribution requirement for the AMCS MA program.
Same as U89 AMCS 420
Credit 3 units. UColl: ACF, ACH

U98 MLA 5422 White House Bound: Presidential Elections Past and Present
Credit 3 units.

U98 MLA 5423 Conservatism and the American Right in the United States
Same as U89 AMCS 4881
Credit 3 units.

U98 MLA 5432 Religion in a Global Context
Same as U85 IA 543
Credit 3 units.

U98 MLA 5441 The Spanish Civil War: Literature and History
Credit 3 units.

U98 MLA 5442 The Spanish Symbiosis: Christians, Moors, and Jews
Credit 3 units.

U98 MLA 545 The Origins of Political Virtue

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 (*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.
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 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).
Credit 3 units.

U98 MLA 5461 The Rise of Civilization in the New World
This course examines the Inca empire in Peru and the Maya and Aztec empires in Mexico through 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. We will discuss selected artistic accomplishments. Students wishing to take U69-310 for graduate credit should register for U69-546.
Same as U69 Anthro 310
Credit 3 units. UColl: NW

U98 MLA 5477 Optimal Plans
"Optimal plans" refers to an ideal functioning, a "best-case scenario" for literary, artistic, and political projects. Between the initial conceptualization of a plan and its actualization, however, much can go awry. We will also be concerned with the implications of failed plans for those in power and for their subjects, as well as for us as readers and viewers. The course will take students from the Renaissance through the present and back again in order to highlight the goals and the actual flow of ideas that have shaped our thinking. In the first week, we will present the classic treatise about political planning, Machiavelli's *Prince*, followed by *The Mandrake*, in which Machiavelli comically demonstrates key aspects of his political theories. In the second week the class will test Machiavelli's theories by applying them to Tomasi di Lampedusa's brilliant historical novel, *The Leopard*, which traces the decline of the Sicilian aristocracy at the time of Italian unification. Leonardo Sciascia's novel, *The Day of the Owl*, will then allow the class to consider what happens when two sets of orders, state and mafia, vie for supremacy. In week three Harriet Stone will explore the art of celebrated 17th-century Dutch artist Vermeer, taking into account both the painterly perfection of his intimate scenes and the ambiguous moral message conveyed by his paintings. The class will compare the use of perspective in Vermeer's works to the brilliant strategies executed by the nefarious heroes of Laclos's *Dangerous Liaisons*. The following week students will examine the tragic complexities of birthright, inheritance, and family structure in Maupassant's *Pierre and Jean* and in *Coetzee's Disgrace*. During the final week of the course, we will identify strategic goals, both personal and political, underlying the great exploration of Christopher Columbus. Reading his diary and letters, the class will measure what Columbus (as inspired by Marco Polo) hoped to find in the New World against what he did in fact find there in order to consider the explorer's ultimate legacy and how, from our modern perspective, we reassess his accomplishments.
Credit 3 units.

U98 MLA 5481 The Court of Louis XIV
The court of Louis XIV represents the apogee of monarchic rule in France. The class willl study the king's role in the court and the elaborate system of court etiquette devised to support it as well as the architecture of Versailles and its spectacular gardens to see how the court's patronage of the arts reflects its political ambitions. Readings in the literature of the period including some of France's greatest writers of comedy (Moliere), tragedy (Racine), the psychological novel (Lafayette), and philosophy (Descartes and Pascal) express how the monarchy fashioned an ideal of itself that substituted for the real, mortal man who was king. All readings in English.
Credit 3 units.

U98 MLA 5482 Wanderlust: An Exploration of Travel
Same as U89 AMCS 548
Credit 3 units.

U98 MLA 5491 Terrorism and Terrorists
An analysis of the use of terror as a political weapon, both historically and through its contemporary forms. The course

explores the many forms terrorism takes; the mind, personality, and intentions of those involved in it; and the problems of dealing with terrorism and terrorists, including counter-terror, official interdiction, security measures, negotiation, and legislation.
Same as U85 IA 5491
Credit 3 units.

U98 MLA 5492 Law and International Politics
Study of international law in the context of the politics of international norm-making and conflict resolution. Current problems in international law such as human rights norms, immigration and refugee issues, the law of the sea, expropriation, and the international liability of multinational corporations.
Same as U85 IA 415
Credit 3 units.

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 ELit 497
Credit 3 units. UColl: ENE

U98 MLA 550 Politics and Film
Same as U89 AMCS 550
Credit 3 units.

U98 MLA 5501 Combating Cruelty
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*; Laclos, *Dangerous Liaisons*; Zola, *Thérèse Raquin*; Faulkner, *Sound and the Fury*; Schlink, *The Reader*; Coetzee, *Disgrace*; and Barnes, *Sense of an Ending*, as well as examples of contemporary cinema by Kassovitz (*Hate*) and Haneke (*The White Ribbon*). Our goal is to consider the causes and effect 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 581.
Credit 3 units.

U98 MLA 551 Philosophy of the Environment
Credit 3 units.

U98 MLA 5510 Environmental Ethics
Credit 3 units.

U98 MLA 552 Great Economists and Their Times
Exploring the importance of economic ideas not only to the world of work and money but also to our must fundamental notions of politics, society, and ethics, we will examine texts by Plato, Aristotle, Thomas Aquinas, Mandeville, Adam Smith, Malthus, Mill, Marx, Veblen, Keynes, Galbraith, and others. We will consider the central problem these writers sought to resolve, their assumptions as connected to the historic and cultural milieu in which they wrote, the moral issues they address, and the influence of their ideas on successive generations.
Credit 3 units.

U98 MLA 553 Vermeer and His World
The enveloping light and dappled reflections, the sureness of touch coupled with painterly flourish, the richness of color, the serenity of mood, the conspicuous structure of composition, and the nuances of gesture, expression, and psychology make Vermeer a favorite of nearly everyone who encounters his work. This course examines recent developments in the study of the celebrated 17th-century Dutch painter's technique, subject matter, and artistic and social milieu.
Credit 3 units.

U98 MLA 554 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.

U98 MLA 555 Environmentalism and the Wild
This course will examine a series of reactions against the traditional teaching that the natural world exists for our (human) use. On the one hand, this anthropocentric (human-centered) tradition has lead to the widespread destruction of the natural world, and many philosophers have called for a biocentric (life-centered) or ecocentric (environment-centered) ethic. At the same time, we have seen a shift from viewing the unsettled world as a "howling wilderness" — a wasteland to be redeemed by human development and domestication — to a widespread sense that human life needs contact with the wildness of the natural world in order to be truly free. Readings will start with Thoreau and move up through contemporary environmental ethics and theories of the wild, including the poles of conservation vs. preservation.
Credit 3 units.

U98 MLA 5550 Truth, Law, and Fiction
This course considers whether, in real life as in fiction, where enormous energy is devoted to finding the perpetrators of crime and bringing them to justice, justice is always served by the law. As part of our investigation into how we convince others of what is right, we will examine a wide range of texts, focusing on the role of storytelling for the sake of justice in both fiction and historical judicial records. We will explore interactions between literature and law in East Asia, the U.S., and elsewhere, using the art of narrative construction as a means to understand the establishment of truth claims and the creation of persuasive

arguments. Readings to include crime reports from 18th-century China and "crime case" (gong'an) fiction from that period; films such as *Rashomon* and modern crime fiction from Japan; recent legal musings by U.S. Judge Richard Posner; Truman Capote's novel *In Cold Blood*; plays about justice by German playwright Friedrich Dürrenmatt; explorations of justice and revenge in Ariel Dorfman's *Death and the Maiden*; and reports from truth and reconciliation projects in several countries. Our critical and theoretical readings will range from Peter Brooks's *Troubling Confessions* to selected articles from the Critical Legal Studies debates, sections from Michael Riffaterre's *Fictional Truth*, and others.
Credit 3 units.

U98 MLA 556 Rembrandt van Rijn
This seminar explores the connections between the life and work of Rembrandt. The biography of this 17th-century artist serves as a foundation to explore the breadth of Rembrandt's activity as a painter, printmaker, and draftsman. Special attention is paid to original artworks by Rembrandt and his contemporaries in St. Louis collections. Same as U98 MLA 420.

U98 MLA 5565 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 (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 558 On Account of Illness: Stories on Affliction and Recovery
This course will examine the fundamental tension between the malady and the cure. We will look at how writers use the theme of affliction as a vehicle for examining other aspects of the human condition: what sickness means; how we heal; how standing at the precipice of death can clarify our understanding of life. We will consider the difference between texts that focus uniquely on the malady (e.g., Greek tragedy) and those that posit the possibility of recovery (e.g., the story of Christ healing the leper, the raising of Lazarus, Christ's own resurrection). Studying a variety of materials, we will observe how attitudes toward illness and healing have evolved over time, particularly with the advent of modern medicine. We will also consider how literary narratives of illness and recovery relate to other narratives concerning illness, including those of patients to doctors; memoirs; and reporting by journalists. Our study of the narrative of illness will enable us better to listen to stories of suffering, whether those of friends, relatives, or patients. Works studied include Old and New Testament narratives; Sophocles' *Philoctetes*, Thomas Mann's *Death in Venice*, William Styron's *Darkness Visible*, and Joan Didion's *Year of Magical Thinking*, and others.
Credit 3 units.

U98 MLA 559 How the Earth Works
This course will reveal the remarkable, intricate, complex, and sometimes violent processes that have formed and continue to shape our planet. We will study how geologic events, largely through climate change, have dramatically shaped the course of human history and civilization. In our investigation of these transformations, we will trace earth's history, from its spectacular formation through our projections of its future. The class will explore how the earth's surface is a battleground between the dueling forces of plate tectonics (making mountains) and erosion (tearing them down), and we examine how humans have become the single greatest agent of geologic change on earth.
Credit 3 units.

U98 MLA 5590 Metamorphoses: Ancient Myth and Modern Drama
Taking as our focus modern Western theater's adaptations of ancient Greek myths and histories, we will consider why modern dramatists choose to reenact such powerful stories as Orestes's matricide, King Oedipus's incest, and Medea's revenge. Reading O'Neill's *Desire Under the Elms*, Eliot's *Family Reunion*, Sartre's *Flies*, Williams's *Orpheus Descending*, and Shaffer's *Equus*, among other works, we will examine the power of myth to convey essential truths about human experience. Our interpretations will be informed through an appreciation of the original Greek sources as well as through critical theories that emphasize mythic and archetypal representations of literature. A final project involves the PAD's production of Mary Zimmerman's *Metamorphoses* (based on Ovid) in Edison Theater.
Credit 3 units.

U98 MLA 560 A Survey of Allegory in Italian Art
Credit 3 units.

U98 MLA 5600 Latin American Fiction: The Boom and its Aftershocks
Focusing on what makes the 20th-century Latin American novel rival the great European novels of the 19th century (works by James, Flaubert, Tolstoy), this course will focus on the great "boom" years of the 1960s, when the productivity and influence of Latin American literature spiked. We will consider the origins and continuing influence of this Boom both culturally and artistically, beginning with three of the most important novels of the period: Carlos Fuentes's *Death of Artemio Cruz*, Julio Cortázar's *Hopscotch*, and Gabriel García Márquez's *One Hundred Years of Solitude*. We will trace a series of literary reactions both in favor of and against the Boom, examining novels and short stories by Isabel Allende (*The House of the Spirits*), Laura Esquivel (*Like Water for Chocolate*), Alberto Fuguet (*Shorts*), and Edmundo Paz Soldán (*Turing's Delirium*), with an eye to topics such as magical realism, women's roles in society, love and adultery, violence, and the role of art and popular culture in contemporary society.
Credit 3 units.

U98 MLA 561 Two Art Histories: Artemisia Gentileschi in Text and Exhibition
A study of renowned 17th-century painter Artemisia Gentileschi based on historical documents, her paintings, and scholarly writings that focuses on both on her art and its legacy as celebrated in a recent exhibition in Rome, New York, and St. Louis. Though marginalized in earlier art historical accounts of her period, Artemisia has received much critical attention as a

figure of enormous determination and ambition who became an exceptional artist. Casting aside some of the expectations for 17th-century women, she created an oeuvre of great originality that had not been properly appreciated until very recently. She offers an exciting case study for our examination of how museum exhibitions shape artistic identity. Visits to the Saint Louis Art Museum and critiques of other exhibitions will enable students to acquire hands-on experience of the various facets of museum work, including the collection, care, and display of paintings, the production of an exhibition catalog, and the educational interpretation of works of art.
Credit 3 units.

U98 MLA 5611 Visions and Revisions: 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 artists attempt first to represent and then to modify, either directly or indirectly, several important sociopolitical and economic situations of their time. Included among the literary works to be studied are Romantic, Transcendentalist, and utopian texts by Balzac, Sand, Thoreau, Hugo, Baudelaire, and Owen. In the field of art history we will analyze the social impact of various paintings from the Realist and Barbizon schools and, in the areas of theater and opera, works by Ibsen, Maeterlinck, and Wagner.
Credit 3 units.

U98 MLA 5621 Culture and Politics of India
Same as U85 IA 562
Credit 3 units. UColl: IAA

U98 MLA 563 Shakespeare
Shakespeare's sometime friend and rival Ben Jonson described him and his works as "not for an age but for all time." Subsequent history has extended and broadened this idea, with Shakespeare having proven to be the most portable of writers across not only time but also place and culture as well. We will read representative plays from every period and genre of Shakespeare's career — comedy, history, tragedy, romance — asking which elements (political, social, religious, theatrical, literary) are indeed "for an age" and which seem to transcend it. Plays will include *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Hamlet*, *King Lear*, *Othello*, *Antony & Cleopatra*, *Winter's Tale*, and *The Tempest*.
Credit 3 units.

U98 MLA 564 You Are What You Eat: Animal Rights to Hunting
This course will explore how who we are and who we aspire to be is determined in part by what we eat. We will investigate what motivates philosophers and scholars of religion to consider where food comes from; whether we eat communally or alone; whether we eat with gratitude, mindfully or thoughtlessly, quickly and/or with pleasure. Our class will consider the ethical foundations of what we eat, including contemporary animal rights philosophy, and aspects of the philosophy of hunting. Readings will include Tristram Stuart's *Bloodless Revolution: A Cultural History of Vegetarianism*; Michael Pollan's *Omnivore's Dilemma*; Matthew Scully's *Dominion: The Power of Man, The Suffering of Animals, and The Call to Mercy*; Peter Singer, *Animal Liberation*; Tom Regan, *The Case for Animal Rights*; Jose Ortega y Gasset's *Reflections on Hunting*, and other works.
Credit 3 units.

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 (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.
Credit 3 units.

U98 MLA 568 Race and Ethnic Relations in the United States
Same as U89 AMCS 568
Credit 3 units. UColl: ACS

U98 MLA 570 The Body in 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

U98 MLA 5700 Freud Then and Now
Our class will trace how, from its classical beginnings in the late 19th century through the present, psychoanalysis has played a major role in science and medicine, in the academy, and in our everyday lives. We will study how Freud's ideas continue to inform our culture and how they continue to influence research in the humanities. Through close readings of Freud's major works, such as *The Ego and the Id*; *The Interpretation of Dreams* (excerpts); *Civilization and Its Discontents*; and *Three Essays on the Theory of Sexuality*, we study the broader social and cultural implications of psychoanalytic theory. We examine the influence of these texts on a century-long interrogation of the unconscious that includes Lacan, who reworked Freud´s ideas; feminists such as Luce Irigaray and Judith Butler, who challenged Freud's teachings, and, more recently, Slavoj Zizek, who engages Freud's theories in a critical analysis of culture. Students will consider not only the importance of dreams and desires but also how the unconscious shapes gender relations, cultural production, and even politics.

Credit 3 units.

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 it 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 571 Eros Unveiled: Sexuality in Western Culture
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 573 Questions of the Soul in Judaism, Christianity, and Islam
We will explore how all three western monotheistic traditions have subjected the topics of personal identity, human individuality, and selfhood to intense scrutiny in their theological, philosophical, and spiritual writings. Consistent with deliberations by major thinkers on the notion of the soul that lies at the heart of these concerns, we will explore whether the soul has a beginning and an end, or is instead eternal; how and why the soul is connected to the body; how souls relate to other souls; and the nature of the relation between human souls and God. Readings to include seminal works by Plato, Aristotle, Plotinus, Tertullian, Augustine, Saadia Gaon, Ghazali, Avicenna, Maimonides, and Aquinas.
Credit 3 units.

U98 MLA 5741 Studies In 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 an exploration of American identity. We will do so together in this course by studying selected post-Civil War literature, music, visual art, and popular culture to see how cultural patterns of the past provide a benchmark for understanding complexities today. This underscores the central theme of the course: how visual, written, and performed art is rarely produced in cultural isolation, but rather from a matrix of social, geographic, psychological, political, historic, spiritual, economic, scientific, and accidental developments. This is a course about the cultural bridges which span divisions of time and place, and how we sharpen our understanding of both. This course fulfills the Humanities distribution requirement for the AMCS MA program.
Same as U89 AMCS 474
Credit 3 units. UColl: ACF, ACH

U98 MLA 577 Love, Sex, and Marriage in the Christian Tradition
Same as U66 RelSt 477
Credit 3 units.

U98 MLA 5801 Staging Atrocity: Theatre of the Holocaust
Same as U21 Drama 480
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 590 Critical Passages
Intellectual history is punctuated with moments of theoretical and artistic brilliance after which nothing is ever the same. We will study a selection of some of the most dramatic of these events as they mark the fields of art, literature, history, science, philosophy, and architecture: the use of linear perspective (Alberti, Leonardo di Vinci); the invention of the printing press (Gutenberg Bible); the Inquisition (Galileo); the theorizing of the rational subject (Descartes); the influence of capitalism and the rise of the middle class (Balzac); the impact of psychoanalysis (Freud, Duras); the advent of photography (Adams, Cunningham, Gursky) and film (Tykwer's *Run Lola Run*); and the survival of the skyscraper in a post-9/11 world.
Credit 3 units.

U98 MLA 591 Old Europe: The Quality of Life
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 5971 Adult Learning Strategies and Practices
Same as U08 Educ 597
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.

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 Master of Arts in Nonprofit Management 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.

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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:

NPM 507	Management in Nonprofit Organizations	3
NPM 508	Resource Development for Nonprofit Organizations	3
NPM 510	Research Methods and Program Evaluation in Nonprofit Management	3
NPM 514	Integrative Capstone Project for Nonprofit Management	3
NPM 520	Organizational Behavior and Administration	3
NPM 521	Overview of the Nonprofit Sector	3
NPM 525	Financial Management of Nonprofit Organizations	3
NPM 531	Human Resources Management	3
NPM 570	Legal Issues Impacting Nonprofit Organizations	3
Total units		27

The remainder of courses (9 credits total) are nonprofit-related electives of the student's choice.

Courses

Visit https://courses.wustl.edu to view semester offerings for U76 NPM (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U76&crslvl=5:8).

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. Same as U76 NPM 410.
Credit 3 units.

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.

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 organization, 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 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 Research Methods and Program Evaluation in Nonprofit Management
Credit 3 units.

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 1.5 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.

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 the 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 an 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. Same as U76 NPM 425.
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
This course develops a comprehensive understanding of the human resources function in an organization. Particular attention is given to selection, performance management, training, wage and salary administration, career development, human resource planning, and the federal regulations impacting on the function.
Same as U87 HRM 531
Credit 3 units. UColl: HRP, OLH

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

U76 NPM 533 Topics: Emerging Research
Credit 3 units.

U76 NPM 540 Managerial Economics
The fundamentals of microeconomic analysis, including consumer demand behavior, the productive behavior of firms, market and industrial structures, market institutions, and the role of government in the economy. Topics from the theory of the firm include firm evolution, personal interactions within the firm, managerial incentive structures, and an analysis of public goods and externalities as they relate to firm decision making.
Same as U87 HRM 540
Credit 2 units.

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, staff and volunteer relations, program evaluation, volunteerism trends within a global context, and ethical practices. This course will provide an introduction to the core competencies of volunteer resource management as presented by the Association for Volunteer Administration through its credentialing program.
Credit 3 units.

U76 NPM 554 Seminar in Arts Management
Management of nonprofit, professional performing arts organizations. The basic functional areas of arts management: artistic concerns; financial management, planning, marketing, and development; discussion of organizational structures, contracts, and unions.
Same as U21 Drama 454
Credit 3 units.

U76 NPM 555 Leadership in the Nonprofit Sector
Students will examine 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. In addition to readings, student research will include interviews and discussions with real-world nonprofit leaders. Hybrid online.
Credit 3 units.

U76 NPM 562 Group Processes in Organizations
Same as U87 HRM 562
Credit 3 units. UColl: HRO

U76 NPM 564 Workplace Harassment: Sources, Issues, and Remedies
Same as U87 HRM 564
Credit 1.5 units. UColl: HRP

U76 NPM 570 Legal Issues Impacting Nonprofit Organizations
This fully online course focuses on the opportunities and requirements placed on nonprofit organizations under federal and state law. We explore how nonprofits are organized, governed, operated, and financed within this legal framework. This is a fully online course. Only University College students may receive credit for online courses.
Credit 3 units. UColl: OLI

U76 NPM 571 Legal Aspects of 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.
Same as U87 HRM 571
Credit 3 units. UColl: HRP

U76 NPM 572 Employee Benefits
Credit 1.5 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.

U76 NPM 597 Adult Learning Strategies and Practices
The study of adult learners and effective instructional techniques for the workplace, classroom, and other organizational settings including health care, nonprofit, business, and human resources. Situation-appropriate selection, design, and practice of techniques and skills that are compatible with adult learning principles including discussion, demonstration, explanation, case study, role-play, coaching, and reflection. Tailoring content and learning strategies to meet adult learners' needs and the instructional objectives, whether individual or large group. Prerequisite: graduate standing or permission of instructor.
Same as U08 Educ 597
Credit 3 units.

Statistics

The **Master of Arts in Statistics** prepares students to be part of this information-rich, data-driven workforce that requires both general and specialized skills in statistical analysis.

In this 36-unit program, students will learn essential elements of statistical studies with courses in probability, statistical computation and model building, experimental design, survival analysis, Bayesian statistics, and stochastic processes. These courses, along with a required thesis 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 establishing a solid theoretical foundation, students also gain applied value with tools, strategies, and technical skills in areas such as predictive analytics and big data. They will be prepared to help organizations analyze large volumes of data, make reliable and productive business decisions, and use technology efficiently.

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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)

Take one of two course sequences:

Math 593 & Math 594	Probability and Mathematical Statistics	6
or		
Math 5061 & Math 5062	Theory of Statistics I and Theory of Statistics II	6

and

Math 529	Linear Algebra	3
or Math 5392	Advanced Linear Statistical Models	
Math 539	Linear Statistical Models	3
Math 575	Statistical Computation	3
Total units		9

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 (6 Units)

Math 595	Thesis Practicum I	3
Math 596	Thesis Practicum II	3

Electives (15 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.

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

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

Engineering and Materials Optional Track

- Math 549 Numerical Applied Mathematics
- Math 559 Bayesian Statistics
- Math 585 Stochastic Processes
- Other courses with authorization

Courses

Visit https://courses.wustl.edu to view semester offerings for U20 Math (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U20&crslvl=5:8).

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.
Same as L24 Math 420
Credit 3 units. A&S: NS A&S IQ: NSM 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: NS A&S IQ: 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: NS, QA 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 434
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

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. Art: 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: NS A&S IQ: 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: NS A&S IQ: NSM

U20 Math 560 Multivariate Statistical Analysis
Review of basic random vectors and linear algebra relevant for the course; sample mean, variance and correlation as matrix operations and their geometric interpretation; multivariate normal distributions; sampling distributions and properties of sample mean and variance; Hotelling's T^2 and likelihood ratio tests; one-way MANOVA; two-way MANOVA; multivariate regression models; principal components analysis; factor analysis; discrimination and classification; clustering and grouping. The computer software R will be used for examples and homework problems. Implementation in SAS will be mentioned for several specialized analyses. Prerequisite: CSE 131 or 200, Math 493, Math 439, and a course in linear algebra (e.g., Math 309 or 429), or consent of instructor.
Same as L24 Math 460
Credit 3 units. A&S: NS A&S IQ: NSM

U20 Math 575 Statistical Computation
An introduction to programming in SAS (Statistical Analysis System) and applied statistics using SAS: contingency tables and Mantel-Haenszel tests; general linear models and matrix operations; simple, multilinear, and stepwise regressions; ANOVAs with nested and crossed interactions; ANOVAs and regressions with vector-valued data (MANOVAs). Topics chosen from discriminant analysis, principal components analysis, logistic regression, survival analysis, and generalized linear models. Prior acquaintance with SAS at the level introduced in Math 3200 is assumed. Prerequities: CSE 131 or 200, Math 3200 and 493 (or 493 concurrently), or permission of instructor.
Same as L24 Math 475
Credit 3 units. A&S: NS 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.

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 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 Premedical 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. 94)
- Clinical Research Management (p. 94)
- English for Speakers of Other Languages (ESOL) (p. 95)
- Human Resources Management (p. 96)
- International Affairs (p. 96)
- Math and Science Education (p. 96)
- Nonprofit Management (p. 97)
- Post-Baccalaureate Pre-Medical Program* (p. 97)
- Post-Baccalaureate Teacher Certification* (p. 98)
- SHRM Courses and Certification (p. 98)

* 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 the completion of the calculus sequence (single- and multivariable), an introductory course in computer programming similar to Math 133 Programming with Python and courses in differential equations and matrix algebra.

Contact:	Lisa Kuehne
Phone:	314-935-4226
Email:	lmkuehne@wustl.edu
Website:	http://ucollege.wustl.edu/areas/certificates/applied_math

Requirements

Graduate Certificate in Applied Mathematics

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

The equivalent course work in University College:

Math 155	Calculus I	3
Math 156	Calculus II	3
Math 255	Calculus III	3
Math 256	Calculus IV	3
Math 133	Programming with Python	3
Math 301	Differential Equations I	3
Math 309	Linear Algebra I	3

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

- Math 429 Linear Algebra
- 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.

Contact:	Sally Anderson
Phone:	314-286-2363
Email:	sallyanderson@wustl.edu
Website:	http://ucollege.wustl.edu/areas/biology/cert_research_management

Requirements

Graduate Certificate in Clinical Research Management

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

CRM 500	Fundamentals of Clinical Research Management	3
CRM 512	Advanced Data & Information Management in Health Sciences	3
CRM 515	Medical Writing for Clinical Research	3
CRM 518	Drug and Device Development	3
CRM 520	Trends in Health Care Policy	3
CRM 522	Compliance, Legal, and Regulatory Issues	3
CRM 588	Epidemiology for Clinical Research	3
Total units		21

All courses must be completed with a minimum overall GPA of 3.0.
All courses must be taken at Washington University.

Course descriptions for the courses above can be found on the Master of Science in Clinical Research Management (p. 38) page of this *Bulletin*.

English for Speakers of Other Languages (ESOL)

The Department of Education at Washington University in St. Louis offers a **Missouri DESE-approved teacher certification program in English for Speakers of Other Languages (ESOL)** for grades K-12. The ESOL certification program, offered through University College, provides a foundation in the theory and practice of English language teaching and learning. Overall, the certification program offers core knowledge of the field to support teachers in enhancing professional practice and careers in serving the needs of English language learners (ELLs). The course work supplies teachers with the current research and theory on language acquisition so that they can make informed decisions for the classroom.

Students successfully completing this program will be qualified to apply to DESE for ESOL (K-12) certification in Missouri. As categorized by DESE, ESOL is an add-on certification; students planning to be state-certified ESOL teachers must already have their initial teacher certification or be concurrently enrolled in an initial certification program. Many courses within this program are available and may be of interest to students who are not specifically seeking certification. Please contact the education department if you are interested in the course work but not necessarily state certification.

Students may consider approaching the ESOL program in one of three ways:

- A non-degree, add-on certification program for initially certified teachers
- A strand in the UCollege-based Master of Arts in Education for current teachers
- Professional development course work for those interested in education and ESOL

The program courses will prepare our students to teach English as a second language (ESL) in the United States or English as a foreign language (EFL) in countries abroad, to learners at all levels of instruction. Upon completion of the certification or strand in ESOL, students may apply for employment in diverse learning environments, such as elementary, middle and high schools, independent or charter schools, international education programs, intensive English language programs, adult schools, community colleges and corporations, in the USA and abroad. A strong desire to work in a multicultural environment is essential for working as an ESL instructor, and the courses and experiences from our program will help professionals sharpen these skills. Some employers, especially public schools, may require teachers to have state certification, rather than just course work.

The following faculty in the Department of Education offer course work appropriate for ESOL certification:

Cindy Brantmeier (http://education.wustl.edu/people/cindy-brantmeier), ESOL Program Director and Professor
John Baugh (http://anthropology.artsci.wustl.edu/baugh_john), Professor
Michelle Augustin, Adjunct Instructor
Nancy Rathjen, Adjunct Instructor

Other course work is offered by faculty who cross-list courses in the Department of Education (http://education.wustl.edu).

Contact:	Dr. Ron Banfield
Phone:	314-935-4454
Email:	rbanfiel@wustl.edu
Website:	http://ucollege.wustl.edu/programs/postbaccalaureate/esol

Requirements

English for Speakers of Other Languages (ESOL)

Minimum requirement of twenty-one (21) semester hours that include all areas and corresponding courses noted below:

- L12 Educ 4111 Linguistics and Language Learning (3 units)
- Language and Culture or Sociolinguistics (3 credits; choose one course from below)

Anthro 3386	Language, Culture and Society (L48)	3
Ling 339	Introduction to Sociolinguistics (L44)	3
Ling 341	Linguistic Diversity in the United States (L44)	3

- U91 Ling 466 Second Language Acquisition (3 units)
- Methods of Teaching Second Language Students (3 credits): *instructor TBA*
- U08 Educ 4023 Second Language Acquisition & Technology (3 units)
- ESOL practicum (3 credits): *instructor TBA*
- Elective course work (choose at least one 3-credit course; possible courses below, but elective courses are not limited to the following):

Educ 4692	Second Language Reading and Writing: Theory, Research and Practice (L12)	3
Span 467	Grammar and Vocabulary Acquisition (U27)	3

Students may choose elective course work from such areas as English language, reading, composition, bilingual education or advanced second language methods according to the needs of their teaching situation.

Students seeking Missouri ESOL certification (K-12) must have the following in order to be qualified for a teaching certificate. These requirements may have been completed during the student's initial certification program, but we offer courses to fulfill these if needed.

- A valid Missouri permanent or professional certificate of license to teach
- Psychology and/or Education of the Exceptional Child (2 credits)
- Basic Reading Techniques for Secondary Teachers (2 credits)

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 (http://ucollege.wustl.edu/online/overview) or in-classroom certificate.

Contact:	Jennifer Fickeler
Email:	jfickeler@wustl.edu
Website:	http://ucollege.wustl.edu/areas/business/cert_human_resources

Requirements

Certificate in Human Resources Management

The Certificate in Human Resources Management is a 15-unit program composed of four required courses and one elective.

Required courses:

HRM 520	Organizational Behavior and Administration	3
HRM 531	Human Resources Management	3
HRM 543	Compensation Management	3
HRM 571	Legal Aspects of Human Resources Management	3
Total units		12

HRM courses can be found on the Master of Arts in Human Resources Management (p. 51) 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/areas/international/cert

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 on the 400 (graduate) level or above. Tuition rates and application procedures are the same as for the 30-credit AM degree.

Online Option: University College offers fully online courses in International Affairs 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. 57) page of this *Bulletin*.

Math and Science Education

Washington University Institute for School Partnership, in coordination with mathematics and 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
- Leadership development
- Financial management
- Historical overview of the sector
- Social, economic, and political trends affecting the nonprofit sector

Contact:	Amy Buehler
Email:	abuehler@wustl.edu
Website:	http://ucollege.wustl.edu/areas/business/cert_nonprofit

Requirements

Advanced Certificate in Nonprofit Management

Students seeking the Advanced Certificate in Nonprofit Management 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:

NPM 507	Management in Nonprofit Organizations	3
NPM 508	Resource Development for Nonprofit Organizations	3
NPM 525	Financial Management of Nonprofit Organizations	3
NPM 570	Legal Issues Impacting Nonprofit Organizations	3
Total units		12

The remaining 3 units are electives.

NPM courses can be found on the Master of Arts in Nonprofit Management (p. 88) 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
Math: 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 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 studies
- Middle School (grades 5-9): English, mathematics, science, or social studies
- K-12: art, dance, classics (Latin), or modern foreign languages (French, German, Japanese, Russian, Spanish)
- Elementary Education (grades 1-6)

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). Persons already certified at the elementary or secondary level can pursue middle school certification through the Post-BA program.

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

Visit https://courses.wustl.edu to view semester offerings for U87 HRM 402 (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U87&crs=402).

Additional Programs

University College offers the following additional graduate programs:

- Combined BS/Master's Program (p. 99)
- Graduate Student-at-Large (p. 100)

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 (http://ucollege.wustl.edu/areas/accelerated_programs/bs_ma_program) 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/students/prospective/apply) (available on our website) 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 based on submission of Application for Graduate Admission in 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 Clinical Research Management is 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 Graduate Students-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 (http://www.offcampushousing.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/all/graduate-student-large

University College - Undergraduate

University College (http://ucollege.wustl.edu) is the professional and continuing education division of Arts & Sciences and 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 is available. University College 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 our website (http://ucollege.wustl.edu).

Undergraduate Study

University College awards the 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 (p. 223) 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; 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; at least 12 units of transferable college-level course work with a minimum grade point average of 2.7 taken at another accredited institution; or at least 12 units of course work taken at University College with a minimum grade point average of 2.7.

Admissions requirements for **undergraduate certificate programs** vary by program.

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), come to University College located in January Hall, Room 20, 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; at least 12 units of transferable college-level course work with a minimum grade point average of 2.7 taken at another accredited institution; or at least 12 units of course work taken at University College with a minimum grade point average of 2.7.

Bachelor of Science degrees offered:

- Anthropology (p. 102)
- Clinical Research Management (p. 112)
- Communications (p. 113)
- Economics or Managerial Economics (p. 123)
- Education (p. 126)
- English (p. 134)
- Global Leadership and Management (p. 140)
- Health Care (p. 141)
- History (p. 148)
- Industrial and Organizational Psychology (p. 169)
- International Studies (p. 177)
- Journalism (p. 190)
- Mathematics or Applied Mathematics (p. 193)
- Political Science (p. 196)
- Psychological & Brain Sciences (p. 207)
- Sustainability (p. 216)

For more specific information about Bachelor of Science degree requirements and policies, and specific requirements for each major:

Phone:	314-935-6700
Website:	http://ucollege.wustl.edu

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 3-unit advanced writing course (any 300-level or higher course in English composition)*

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

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

Courses that satisfy the non-Western culture requirement focus on the study of cultures in societies outside of English-speaking North America and Western Europe, including Africa, East Asia, South Asia, Europe, Latin America, or the Middle East, and encourage students to explore issues of human diversity within such cultures.

*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. A maximum of 6 units from one discipline may apply toward any distribution area.

- 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, all course work applied to the minor must be independent of the major. No overlap is permitted. 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, all courses applied toward the certificate must be independent of the major. No overlap is permitted. (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: 1) major requirements; 2) basic requirements for numerical applications or non-Western culture; 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 at Washington University, visit the our website. (http://anthropology.artsci.wustl.edu)

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. 102).

Requirements specific to this major include:

- At least 6 units from the introductory Anthropology sequence:

Anthro 150	Introduction to Human Evolution	3
Anthro 160	Introduction to Cultural Anthropology	3
Anthro 190	Introduction to Archaeology	3

- 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

Visit https://acadinfo.wustl.edu/ucollege to view semester offerings for U69 Anthro (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U69&crslvl=1:4).

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 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.
Credit 3 units. UColl: NW

U69 Anthro 160K Introduction to Cultural Anthropology
Same as L48 Anthro 160B
Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Arch: SSC Art: SSC BU: BA, HUM EN: S

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 204 Anthropology and the Modern World
What cultural anthropologists are learning about major issues of our time: cultures facing destruction, communal societies, sex roles, poverty, political repression in the Third World — sharpening the study of our own culture.
Credit 3 units. BU: BA, ETH

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-Sahara 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 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 235 Introductory Statistics for the Health Sciences
Same as U86 HCARE 235
Credit 3 units.

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: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

U69 Anthro 3033 Culture and Society through Fiction
This course explores human experience from the perspective of writers from different historical periods and cultures. We will use novels, films, discussions, and papers to analyze the histories, cultural practices, beliefs, and traditions of diverse cultural groups. We will consider historical and contemporary issues, including struggles for civil rights, questions of assimilation and identity, changing institutions, and cultural evolution.
Credit 3 units.

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 fieldtrips 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 St. Louis Art Museum.
Same as U02 Classics 3036
Credit 3 units.

U69 Anthro 307 Human Variations: Races and Ethnic Groups
Diversity of living peoples according to modern physical anthropology and population genetics. The variation both within and between human populations is used to examine the concept of race and the genetic relationships among the major groups of man.
Credit 3 units. BU: SCI

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 feminismo, 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: SS, CD A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

U69 Anthro 310 Incas, Aztecs and Mayas: Ancient Civilizations of the New World
This course examines the Inca empire in Peru and the Maya and Aztec empires in Mexico through 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. We will discuss selected artistic accomplishments. Students wishing to take U69-310 for graduate credit should register for U69-546.
Credit 3 units. UColl: NW

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-Colombian 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: TH, CD A&S IQ: HUM, LCD Arch: SSC Art: AH BU: HUM

U69 Anthro 3111 Family, Kinship, and Marriage
This course provides a cross-cultural examination of family and kinship relations. By examining case studies along with theoretical approaches, students are introduced to variation in family form and function both across different societies and within them. Issues examined include incest taboos, polygyny, bridewealth payments, divorce, childcare, and household organization. Case studies will be drawn from various parts of the world, including the U.S., India, Southeast Asia, and Africa.
Credit 3 units. BU: BA

U69 Anthro 312 Ancient Civilizations of the Old World
The development of the earliest complex societies in the Old World; emphasis on Mesopotamia, Egypt, India, and China.
Credit 3 units.

U69 Anthro 3124 Persians, Babylonians, and Assyrians: Archaeology of Ancient Mesopotamia
The valleys of the Tigris and the Euphrates rivers are often collectively referred to as "the cradle of civilization." Many cultural "firsts" emerged from this area: the first writing, the first state-level societies, the first cities, and the first agricultural- and pastoral-based economies. The societies of the Tigris and the Euphrates also played a strong influential role in the development of the societies around them. Given these particular features, the study of the ancient societies of Near East can offer insight into the development of state-level society in general, and the ancient cultures of the Near East in particular.
Credit 3 units.

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 archaeologic evidence that relates to the plant world in the Americas.
Credit 3 units. UColl: NW

U69 Anthro 3161 Prehistory of Europe
Covers the cultural sequence from the Earth's earliest inhabitants up until the historic records. Includes such topics as Upper Paleolithic cave art, the migration of Indo-European groups, the spread of agriculture and megalithic cultures (including Stonehenge).
Credit 3 units.

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 318 The Prehistory of Africa
An overview of cultural development in Africa from approximately two million years ago until about 1000 AD; focus on research and interpretive problems in a case-study approach to periods ranging from the earliest archaeological traces to the spread of Bantu languages.
Credit 3 units.

U69 Anthro 320 Anthropology of Sex Roles
A multidisciplinary, cross-cultural analysis of the status and role of men and women in preindustrial and industrial, non-Western and Western societies. Topics: human evolution, uses/abuses of biology in sex-role differentiation, political economy, revolutionary politics, racism and sexism, the role of religion.
Credit 3 units.

U69 Anthro 3212 The Archaeology of Ancient Egypt
This course introduces students to the archaeology of both prehistoric and Dynastic Egypt. The first part of the course focuses on modern archaeological techniques, including techniques developed in Egypt, as well as the earliest archaeological materials which pre-date Pharaonic Egypt. The second half of the course focuses on Dynastic Egypt, and includes presentations on the history, life, gods, religion, and architecture of this ancient civilization. We examine some of the better-known aspects of Egyptian civilization, including the pyramids, hieroglyphic writing, and mummification.
Credit 3 units. UColl: NW

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 3225 Global, Regional, and Local Community
Influence of transnational social, economic, and political relations on local communities. International economic processes, including the influence of multinational corporations and informal economies, sociopolitical movements (religious, ethnic, etc.) that transcend nation-state borders; policy agendas and tactics of the great powers.
Credit 3 units.

U69 Anthro 3255 Religious Minorities of South Asia
Same as U66 RelSt 3255
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: SS A&S IQ: 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. BU: SCI

U69 Anthro 329 Anthropology of Religion
Credit 3 units.

U69 Anthro 3293 Religion and Society
Same as L48 Anthro 3293
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: ETH

U69 Anthro 330 Experimental Archaeology
Archaeological research bearing on the interrelationship of cultural behavior and associated material remains with emphasis on the correlation of ethnographic and archaeological data.
Prerequisite: U69-190, 310, 312, or 314.

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 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, approximately eight textbooks.
Credit 3 units. UColl: NW

U69 Anthro 336 Culture and Identity
Culture and diversity; cultural relativism and its contradictions; custom and habits; the construction and maintenance of norms; communication, symbol, sign, and intersubjectivity; symbolic interaction; rhetoric and the definition of social situations; societal means of fabricating distinctions (e.g., race, tribe, ethnic group, nationality, sect group).
Credit 3 units.

U69 Anthro 337 Culture, Politics, and Social Organization
Evolution of political systems and social organization in small-scale as well as complex societies. Theoretical and empirical examination of human social and political organization in light of historical processes, human agency, and cultural context.
Credit 3 units.

U69 Anthro 3385 The Internet, Politics, and Society
This course examines how the internet is transforming the way people around the world participate in politics and define themselves as political actors. We will look at specific controversies in online politics such as the Wikileaks scandal, Iran's "Twitter revolution," political blogging in the United States, 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 be taught to think critically about the internet as a communicative medium and to comparatively 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 be required to write brief responses to weekly readings and to complete an original research project on digital politics.
Credit 3 units.

U69 Anthro 3401 Anthropology of Media
An introduction to the roles played by media in culture and society, focusing on ethnographic studies of mass media production and consumption. Topics include indigenous media, cultural globalization, reception theory, Islamic media, and online communities.
Credit 3 units.

U69 Anthro 3414 Quantitative Methods and Applications in Archaeology
The goal of this course is to adequately approach quantification issues in archaeological research situations. Potential and limitations of quantitative methods and applications in specific archaeological situations and case studies will be presented and discussed. Topics will range from data exploratory methods to evaluating statistical hypotheses and connecting proximal to ultimate questions through middle-range research. Data analysis will include specific examples from lithics, ceramics, paleoethnobotanical, zooarchaeological, settlement patterns, and stratigraphic, specialized research. Participants will use assigned datasets as well as their own datasets to discuss and apply different treatments and customize adequate solutions for specific research questions. The class will include a balanced combination of lectures and discussion sections. Readings will complement classic and cutting-edge archaeological science case studies.
Credit 3 units.

U69 Anthro 342 Anthropology through the Arts
This course provides an overview of selected phenomena from prehistoric times to the present illustrating how the arts and society interact. Our primary focus is on the visual arts, including fine arts and film. We will explore the the process that leads to creativity in the individual. The course includes field trips to local cultural institutions.
Credit 3 units.

U69 Anthro 3422 American Indian, Art, Symbol and Meaning
An introduction to the arts among a broad range of native peoples who inhabited North, Middle, and South America. Course begins with basic concepts of art and anthropology. Emphasis is on the iconography found in various art styles, particularly the prehistoric rock carvings and paintings left by Native Americans throughout the New World. Oral traditions and myths found in the ethnographic record provide fascinating associations and interpretations.
Credit 3 units. UColl: NW

U69 Anthro 3423 Body Art/Body Modification Across Cultures
All cultures practice one form or another of body modification. It can be in the form of face or body painting, piercing, tattooing, scarring, or re-shaping. Body modification is usually done to indicate social position, family, marital status, identity with a particular ethnic, age, or gender group, perform a rite of passage such as puberty, ward off or invoke the spirits, or send

a message. This course explores body art and body modification in several world cultures — including our own.
Credit 3 units. UColl: NW

U69 Anthro 3433 Conflict and Post-Conflict Societies in Africa
Violence in African societies has often been labeled "tribal" or "ethnic," but the ethnic dimension of these and all contemporary African wars and conflicts is just one small part. Drawing on case studies, ethnographies, journal and newspaper articles, novels, and films we will explore the very complicated nature of conflict and post-conflict settings and societies around the African continent. From various ethnographic, social scientific and theoretical perspectives, we will explore the processes leading to large-scale violence and war, to crisis management and intervention in these circumstances, and to the small and large-scale efforts toward peace-making, healing, and community rebuilding.
Credit 3 units.

U69 Anthro 345 Peoples and Cultures of Native North America
Broad survey of Native American societies north of Mexico between the time of European contact and the present, from an anthropological perspective. Social and political organization, subsistence, gender roles, religion, impacts of European and white American expansion, and efforts of Indian and Inuit people to preserve and adapt their traditions under control by dominant outside governments. Emphasis on comprehending the diversity of Native North American societies, understanding factors causing change since initial European contact, recognizing biases in popular and scholarly thinking, and discussing critical issues facing Native American communities today.
Credit 3 units.

U69 Anthro 347 Ancient Mound Builders of the Mississippi Valley
Study of the peoples in North America who built mounds and other earthen structures beginning more than 4000 years ago; why they erected earthworks; what the structures were used for; how they varied through time and across space; and what significance they had to members of society.
Same as L48 Anthro 347B
Credit 3 units. A&S: SS, CD Art: SSC BU: BA

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.

U69 Anthro 351 Africa in the Modern World
This course is about current concerns and issues affecting the cultural, economic, political, social, and religious change in Africa and how these processes are in turn informed and shaped by events and transformations taking place in the modern world. The issues to be discussed in this course include: political reform and the clamor for democratic governance, legal/constitutional issues, cross-national and national conflicts, refugee and street children problems, population, food production and agricultural policies, and gender sensitivity. The implications and relevance of the issues discussed on urban and rural development concerns will also be examined to broaden the understanding of factors shaping Africa's development process as well as its role, multiple connections, and expectations in the modern world.
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. UColl: NW

U69 Anthro 3612 Population and Society
This review of population processes and their social ramifications begins with an introduction to the basic terminology, concepts, and methods of population studies, followed by a survey of human population trends through history. The course then investigates biological and social dimensions of marriage and childbearing, critically examines family planning policies, deals with the social impacts of epidemics and population ageing, and looks at connections between population movements and sociocultural changes. The overall objective of the course is to understand how population processes are not just biological in nature, but are closely related to social, cultural, political, and economic factors.
Credit 3 units. BU: IS

U69 Anthro 3613 Paleoecology
This is a survey of the principles and applications of paleoecology, the relationship between ancient organisms and their environments, as it relates to primate and human evolution. Topics include taphonomy, the reconstruction of ancient environments, behavior and communities, biogeography, and the ecological context of extinction. Students will gain an understanding of the large-scale trends in diversity and ecology that have affected the evolution of human and nonhuman primates. Prerequisite: Anthropology 150 or instructor permission.
Credit 3 units.

U69 Anthro 3663 Primate Anatomy
This course is an exploration of the relationship between anatomical form and function in nonhuman primates. The course is designed to demonstrate how the primate body form is adapted to its many functions with an emphasis on adaptations to diet and locomotion. The course will primarily lecture with an additional lab component to emphasize the diversity of form and function within the nonhuman primates.
Credit 3 units.

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 3668 Tropical Field Biology and Primatology
This field course to the Peruvian Amazon gives students advanced training in field techniques relevant to primate conservation and research, and exposes them to the diverse community of plants and wildlife of the area. We study ornithology, herpetology, primatology, botany, and entomology, and train in field methods including spatial orienteering, biodiversity monitoring, radio telemetry, mist-netting of birds and bats, neo-tropical plant identification, tree-climbing, off-trail primate group follows, behavioral observations, and camera-trapping. Students will complete a daily observation log, primate census log, and species sightings list. Credit variable, 2 or 3 units. Students registered for 3 units are required to submit a research paper due after the trip to the Peruvian Amazon. In addition to tuition, student costs include site fee, all airfare and ground transportation, some food and supplies, medical costs of any kind, and costs related to exigent circumstances. Medical insurance is required. Students are required to submit a course application before registration.
Credit variable, maximum 3 units.

U69 Anthro 3669 Tropical Field Biology and Primatology - India
This field course to the Western Ghats of India gives students advanced training in field techniques relevant to primate conservation, biodiversity monitoring, and research, and exposes them to the diverse community of plants and wildlife of the area. We study ornithology, herpetology, primatology, botany, and entomology, and train in field methods including spatial orienteering, biodiversity monitoring, radio telemetry, tropical plant identification, behavioral observations, and camera-trapping. Students will complete a daily observation log, primate census log, and species sightings list. Course is 2 or 3 units and students are required to submit a research paper due after the trip to India for the 3-unit version of the course only. In addition to tuition, student costs include site fee, all airfare and ground transportation, some food and supplies, medical costs of any kind, and costs related to exigent circumstances. Medical insurance is required. Students are required to submit a course application before registration.
Credit variable, maximum 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 377 Peoples and Cultures of South Asia
An introduction to contemporary societies and cultures of the South Asian subcontinent including India, Pakistan, Bangladesh, Sri Lanka, and Nepal. Topics include religion and ritual, work, family organization, concepts of person, caste and gender, the cultural impact of colonialism, and political/religious conflict. The course will examine ethnographic and historical writings on these topics for two purposes: to gain basic knowledge about the peoples of the area and to consider the impact of anthropological theory on that knowledge.
Credit 3 units.

U69 Anthro 3771 Aspects of Indian Society: Myth and Reality
This course attempts an understanding of some aspects and institutions of Indian society, questioning common misconceptions regarding these. The nature of the Indian village, caste, and family are examined with a view to dispel common misconceptions about them. The nature and consequences of industrialization and urbanization in the Indian context are examined in the context of Western theories on the subjects.
Credit 3 units.

U69 Anthro 3773 Culture and Society in East Asia
This course presents an overview of cultures and contemporary social/political changes in East Asia. In Western society, East Asia has often been viewed as a place of enduring cultural identities, but it has also been a region of one of the world's most dynamic and rapid transformations. In this course, we'll examine both the continuity and change of cultural and social patterns in this region. Students will compare anthropological and ethnographic studies of the Peoples' Republic of China, Taiwan, South Korea, and Japan, supplemented by selected research from sociology, history, and political science. The course will focus on specific areas of cultural and social change in each society, including kinship and family, gender, ethnicity, economic and political development, and health and social policy.
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: SS, CD, SD A&S IQ: LCD, SSC, SD 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 Mahyana 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.
Credit 1 unit. UColl: HUM, SSC

U69 Anthro 381 Humans, Animals, and Monsters
The mythology of dragons, giants and sea-monsters appears in a whole new light when examined through animal/human relations. This course examines the fascinating relationship between humans and other species past and present, from the early fossil hunters of the prehistoric periods to modern-day shepherds. Students will explore myths from Africa, Asia, Europe, and the New World, along with iconographic and archaeological evidence from cultures around the world. We will examine archaeological and paleontological remains in cultural context, compare ancient beliefs about animals, and explore totems of the west coast cultures of North America, animal gods of ancient Egypt, and various ritual sacrifices. We will also discuss spiritual and secular uses of animals.
Credit 3 units.

U69 Anthro 384 American Cultures
Credit 3 units.

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: Evoluntionary 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.
Same as L48 Anthro 3876
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM BU: SCI

U69 Anthro 390 Archaeological Excavation
Training in field techniques during actual excavation of a prehistoric site and introduction to laboratory analysis.
Credit 3 units.

U69 Anthro 393 Introduction to Archaeological Field Techniques
Introduction to archaeological fieldwork as practiced in the eastern United States. Includes a variety of techniques employed by archaeologists, the underlying purpose of excavations, and the manner in which they are used to explore past societies. Field mapping and testing an archaeological site near Cahokia Mounds links this project to ongoing excavations with other institutions and relates it to the "Redefining Cahokia" project. Intensive "hands-on" class.
Credit 3 units.

U69 Anthro 3932 An Introduction to Archaeological Site Survey
The study and interpretation of the archaeological record begins in most instances with an archaeological survey. The purpose of this course is to provide students with an introductory level, hands-on experience to archaeological survey as practiced in eastern North America. This involves an introduction in the field to the various methods employed in the identification and mapping of archaeological sites. Students will spend Saturdays in the field mapping and recording archaeological sites including the mapping of monumental earthworks such as those at the prehistoric site of Cahokia or nearby mound centers.
Credit 3 units.

U69 Anthro 3941 Archaeology for Public and Private School Education
Course is designed to empower educators with a basic understanding of archaeology as a science, a profession, and as a subdiscipline of anthropology. An overview of a selection of key discoveries as well as a primer on Missouri/Illinois archaeology will be covered. Educators will receive information on incorporating archaeology into the core curriculum and across the curriculum. A sensitivity to the past and past/present cultures is stressed. At least two outdoor activities will be included.
Credit 3 units.

U69 Anthro 398 Who Owns the Cultural Heritage of the World?
Have you ever wondered why the Parthenon (Elgin) Marbles are in the British Museum and not in Athens? Or why the beautiful bust of Nefertiti resides in Berlin and not in Cairo? Pitting museums, dealers, and private collectors against source nations, archaeologists, and academics, ownership of the world's cultural heritage is one of the most serious and controversial issues facing the art world today. Looted or plundered artifacts from the distant past are increasingly vetted for undocumented provenance as source nations implement reclamation policies intended to repatriate cultural property to its native land. This course explores the legal, ethical, philosophical and overlapping issues surrounding the sensitive yet provocative subject of cultural patrimony while examining the complex history of specific works in question. Case studies include debated artifacts from Greece, Egypt, Italy, Iraq, and Native America. Students analyze the impact of modern nation political motivations and ramifications in light of the 1970 UNESCO Convention and Native American Graves Protection and Repatriation Act of 1990/2010, and are encouraged to use critical inquiry in evaluating the implications for future global access to this common heritage of the world.
Credit 3 units.

U69 Anthro 399 Rich Nations, Poor Nations
This course begins with an examination of equality in small-scale societies and proceeds to a study of the causes underlying the current wealth gap between the developed and underdeveloped world. The second half of the course focuses on the wealth gap within poor nations and examines problems of urban and rural development. Prerequisite: course on cultural anthropology or permission of instructor.
Credit 3 units.

U69 Anthro 4022 Transnational Reproductive Health Issues: Meanings, Technologies and Practices
This course covers recent scholarship on gender and reproductive health, including such issues as reproduction and the disciplinary power of the state, contested reproductive relations within families and communities, and the implications of global flows of biotechnology, population, and information for reproductive strategies at the local level. We will also explore how transnational migration and globalization have shaped reproductive health, the diverse meanings associated with reproductive processes, and decisions concerning reproduction. Reproduction will serve as a focus to illuminate the cultural politics of gender, power, and sexuality.
Same as L48 Anthro 4022
Credit 3 units. A&S: SS, CD, SD A&S IQ: LCD, SSC, SD Art: SSC BU: BA EN: S

U69 Anthro 403 Cultural History of the Southwestern United States
Credit 3 units.

U69 Anthro 406 Primate Ecology and Social Structures
The ecology, individual and social behavior, adaptations, and interactions of the major groups of primates. The relationships among ecology, morphophysiology, and behavior. Discussion of methods used in collecting data on primates in the field. Prerequisite: U69-150A or one 100-level biology course.
Credit 3 units.

U69 Anthro 4135 Tobacco: History, Culture, Science and Policy
This course examines tobacco's important role in shaping the modern world over the course of the last five centuries, from indigenous uses of tobacco in the New World to the politics of smoking in the 20th century. Through in-depth historical and anthropological case studies, tobacco provides a window into broad trends in government, law, economy, and society, including changing social meanings of gender, race, individualism, risk, responsibility, and health in the United States and worldwide. This course also introduces students to public health approaches to noncommunicable disease prevention and healthy lifestyle promotion. No background in anthropology or public health is required.
Credit 3 units.

U69 Anthro 419 Primate Behavior

U69 Anthro 4211 Paleoethnobotany and Ethnobotany
Credit 3 units.

U69 Anthro 4500 Economic Development: Interdisciplinary Approach
Credit 3 units.

U69 Anthro 455 Archaeological Method and Technique
Problems in radiocarbon and other radioactive determinations, thermoluminescence, ESR, ceramic analysis and seriation, and other technological skills. Selected problems will vary.

U69 Anthro 4561 Ceramic Analysis
Method, techniques, and models for analyzing prehistoric ceramics. Students will conduct hands-on analyses of collections from Cahokia Mounds and the St. Louis region. Prerequisite: Anthro 314, graduate standing, or permission of instructor.
Credit 3 units.

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: NS A&S IQ: NSM Art: NSM

U69 Anthro 4661 Historical Archaeology
Focuses on the methods and techniques specific to historical archaeology. Includes coverage of written records through "contextual" studies, discussion of specific artifact class identification, practical fieldwork (depending on access to a suitable site), and other topics relevant to the field. Prerequisite: 3 credits of archaeology or permission of instructor.
Credit 3 units.

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.

U69 Anthro 482 The Forensics of Animal Use
Animal bones from archaeological sites tell stories. The study of animal bones (zooarchaeology) is an important component of archaeological research that provides information about human-animal relationships and insights about human behavior. The goal of this course is to help students decipher information contained in bones from archaeological sites, using controlled experiments and ethnoarchaeological research. In addition to learning about animal skeletal anatomy, bone structure and function, each student will design a project in close consultation with the instructor that will be based on the student's interest, background, ability, and schedule.
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 such as investigators, coordinators, or sponsor representatives, 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 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.

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Degree Requirements

Bachelor of Science in Clinical Research Management

All University College undergraduate students must satisfy the same general-education requirements (p. 102). Requirements specific to the major include:

Required Core Courses: 38 units

Bio 101	General Biology I (with Lab)	4
Bio 102	General Biology II (with Lab)	4
Bio 305	Introduction to Microbiology (with Lab)	4
Bio 322	Introduction to Anatomy and Physiology I (with Lab)	5
Bio 323	Introduction to Anatomy and Physiology II (With Lab)	5
Bus 305	Leadership for Organizational Success	3
Chem 1001	Concepts in Chemistry	4
Phil 233	Biomedical Ethics	3
Psych 230	Human Growth and Development	3
Psych 358	Health Psychology	3
Total units		38

Career-Related Courses: 21 units

CRM 250	Fundamentals of Clinical Research Management I	3
CRM 251	Fundamentals of Clinical Research Management II	3
CRM 318	Introduction to Data & Information Management in Health Sciences	3
CRM 325	Research Ethics and Regulatory Affairs	3
CRM 350	Practicum/Capstone	3
CRM 353	Pharmacology for Clinical Research	3
CRM 430	The Business of Clinical Research	3
Total units		21

Courses

Visit https://courses.wustl.edu to view semester offerings for U80 CRM (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U80&crslvl=1:4).

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 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.

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.

U80 CRM 409 Health and Society
Same as U86 HCARE 409
Credit 3 units.

U80 CRM 420 Trends in Health Care Policy
Credit 3 units.

U80 CRM 430 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 the 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.

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.

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Degree Requirements

Bachelor of Science in Communications

All University College undergraduate students must satisfy the same general-education requirements (p. 102).

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

Comm 203	Writing For Business Communication	3
Comm 234	Foundations of Communications	3
Comm 262	Integrated Strategic Communications	3
Comm 378	Communications Technology and New Media	3
Comm 381	The Business of Communications	3
Comm 416	Communications Ethics and Law	3
Total units		18

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, 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, others with approval.

Courses

Visit https://courses.wustl.edu to view semester offerings for U48 Comm (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U48&crslvl=1:4).

U48 Comm 110 Grammar and Style
The grammar of the English sentence; sentence types and their uses; study and practice to achieve clarity, coherence, and variety of effect. Same as U11 110.
Credit 3 units.

U48 Comm 150 Introduction to HTML
This course teaches how to code HTML using a text editor, which is the foundation of all web development. Within this broad framework, students will cover many topics, including good design principles, Cascading Style Sheets, server-side vs. client-side, web browsers, and web servers. The course will conclude with a brief overview of the future of web development, including XHTML and XML. Familiarity with Windows, Mac OS, or Linux required.
Credit 1 unit.

U48 Comm 151 Science in the Media
In this course we explore how science is disseminated to the general public. We compare information and conclusions derived from scientific rationale with those derived from media sources, and analyze similarities and differences among the scientific community, public, media, and policymakers. We also discuss how nonscientists become informed about important scientific issues.
Same as U13 EPSc 150
Credit 3 units.

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 students' knowledge of communications principles and formats as well as their ability to express themselves 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. This course is fully online. Only University College students receive credit for online courses.
Credit 3 units.

U48 Comm 205 Introduction to Electronic Communications
Computers and the internet have revolutionized how we communicate; but is it communication or is it technology? This course will examine the basics of communicating electronically: the internet, intranets and World Wide Web, and email, as well as how to write for these media. The course will also focus on electronic communication effectiveness and measurement — the electronic and not-so-electronic means of determining the effectiveness of this kind of communication. Does not assume prior experience with any electronic communication. This class will include online elements, including four class meetings online.
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 2111 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 213 Principles of Reporting
This course covers the fundamentals of reporting and writing a news story, primarily for newspapers and wire services. We will look at the elements of a story, including sources and organization, and discuss how a news story differs from a feature or an editorial. We will also examine the basic beats, including government, police, courts, and sports. Finally, we will examine the constraints of libel, privacy, and good taste. Students write stories weekly and cover and report on live events. Note: Web-based instruction and online requirements will complement the two-hour weekly class meeting. Students must have an email account and access to the internet to take the course. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.
Credit 3 units.

U48 Comm 2151 Professional Writing, Speaking, and Presentation
Same as U11 EComp 215
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 221 Journalism Interviewing
This is a course on interviewing skills and strategies, including pre-interview research, effective questions, conversational skills, and strategies for maintaining control of the interview. We will also write stories based on interviews and examine styles, strategies, and techniques of well known professional interviewers. Prerequisite: U48-211 or permission of instructor. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.
Credit 3 units.

U48 Comm 222 Principles of Reporting and Interviewing
Credit 3 units.

U48 Comm 225 Writing for the Mass Media
Writing formats that serve as tools of mass communication. News format, feature writing, press releases, public service announcements, and scripts for radio broadcasts or videotape presentations. Prerequisite: U48-210. Unless otherwise indicated, junior standing and U48-210, 211, or 213 or instructor permission is a prerequisite for all courses 300-level and above.
Credit 3 units.

U48 Comm 226 All You Want To Know About Broadcast Journalism Today, Tomorrow and Into the Future
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.
Same as U49 JRN 226
Credit 3 units.

U48 Comm 232 Search Engines: Technology, Methods, Business
Virtually everyone who uses the internet also uses a search engine, but we rarely understand how these search engines work, how to improve the efficiency and accuracy of their searches, and the full range of services and software offered by the major search engines. This course will look at search engines from a broad perspective to help students learn about the technologies behind these resourceful tools, how to use them most effectively, and even how to make money from the search companies.
Credit 1.5 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 also will 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 249 Famous St. Louis Journalists
St. Louis has a long tradition of journalism beginning in the early 19th century. In this course students will explore the lives and works of seven famous St. Louis journalists in the historical, cultural, and political context of the city that promoted their careers. We will study Elijah P. Lovejoy, Joseph Pulitzer, John Cockerill, Theodore Dreiser, William Marion Reedy, and Martha Gellhorn, and Conde Nast.
Credit 1 unit.

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 259 Understanding and Influencing Consumer Behavior
This course provides an overview of concepts and practices currently being used in the marketplace to influence consumer behavior in order to develop integrated communications. A student in this course takes the role of a product manager or an account planner in an advertising agency or other business organization. Students learn how to view consumers both objectively and intuitively. With the aid of case studies, quantitative research, qualitative research, secondary research, observational research, and ethnography, students study the latest trends in consumer behavior and persuasion. Upon completion of this course, students understand how to analyze and persuade the target audience to increase the effectiveness of all marketing communications.
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.

U48 Comm 282 Fundamentals of Public Affairs: Messaging Strategies, Public Policy and Advocacy
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. 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

U48 Comm 307 Journalism in a Multicultural Society
This course will prepare prospective journalists for the challenge of reporting on people with different backgrounds, such as race, lifestyle, religion, gender, age, national origin, economic or social class, or physical limitation. Students will examine the tension between conventional journalism and "civic" journalism, an approach to reporting that emphasizes community engagement and promotes a deeper awareness of diversity in

the community. We will then focus on several recent approaches to improving community journalism. Finally, we will explore why the newspaper industry is reexamining its methods in light of criticism received for biased coverage of people in a diverse and multicultural society. Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units.

U48 Comm 309 Spokesperson and Speaker Training: Messages, Delivery, and Media
This five-day intensive presentation and media relations course will prepare students to be more effective communicators in real-world professional situations. Students will participate in daily mock media interviews, and prepare and deliver presentations. We will learn how to develop and communicate clear and persuasive messages, whether answering reporters' questions, speaking before a group, making a sales presentation, or managing a crisis. The course will include at least one evening field trip and a group project.
Credit 3 units.

U48 Comm 310 History of Mass Communications
Mass communications from the Colonial period to the present; the evolution of the media's role as government watchdog, mass entertainer, and mirror and molder of public opinion; the process of news gathering and dissemination and the effects of these on American society. Prerequisite: junior standing or permission of instructor.
Credit 3 units.

U48 Comm 3101 History of American Journalism
A survey of the history of mass communications from the colonial press to the 21st century, with particular attention to the evolution of the media's role of government watchdog, mass entertainer, and mirror and molder of public opinion. Media treatment of social and political issues throughout American history. Emphasis on key individuals, social and political movements and intellectual trends, American and world history in general. Consideration of newspapers, magazines, books, radio, television, and film. No prerequisite.
Credit 3 units.

U48 Comm 313 Communications Technology & the Law in the Digital Age
Credit 3 units.

U48 Comm 314 Persuasive Writing
Same as U11 EComp 314
Credit 3 units.

U48 Comm 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.
Same as U49 JRN 315
Credit 3 units.

U48 Comm 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.
Same as U49 JRN 316
Credit 3 units.

U48 Comm 317 Marketing Professional Services
This course will teach professionals how to market their services and businesses, and how to communicate effectively with important audiences. We will cover skills and strategies in key areas of communications, including advertising, marketing, public relations, and crisis management. We also will learn to develop and implement communications and marketing plans cost effectively. The course is designed for a range of professionals, including lawyers, accountants, physicians, architects, social workers, and managers of professional service firms.
Credit 3 units.

U48 Comm 318 Advanced Website Design and Development
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.

U48 Comm 319 The God Beat: Reporting and Writing Religion News
This course helps students learn the basics of reporting about religion and faith in the secular press. Students briefly examine the foundations of the major religions and denominations and then explore specific topics, from the Emerging Church to Intelligent Design movements, from clergy sexual abuse to religious holidays. Students develop skills important to the religion reporter on the beat: writing about ritual, profiling people of faith and finding objective experts.
Credit 3 units.

U48 Comm 320 Special Topics in Journalism: Entertainment Journalism
Each semester, several one-unit short courses designed to enhance students' practical skills and provide analysis of specialized subject areas will be offered. Courses, offered on a rotating basis, include Presentations Skills, Speechwriting, Travel Writing, Reviewing and Criticism, Media Buying, Creating Newsletters, and Desktop Publishing. No more than three one-unit topics courses may be applied toward the major.
Credit 3 units.

U48 Comm 321 Special Topics in Journalism
Credit 3 units.

U48 Comm 323 The Future of the Media
This course explores the future of news media, which are now undergoing an historic transition. This is evident in dramatic shifts in news audiences away from network TV and daily newspapers and toward cable TV and internet alternatives. We probe four "media drivers" capable of forcing changes — consumer demand, stakeholder needs, technologies, and ideologies — and trace their impact throughout history. We analyze current-day clash points and develop plausible scenarios for the future.
Credit 3 units.

U48 Comm 324 Technology in Our Changing Society
We are said to live in an information society and work in an information economy, but what does that mean? If we have indeed experienced in "paradigm shift" in what information means to society, then how do we adapt to these changes and what do they mean for the traditional ways society functions? This course examines how we think about, communicate and use information in a variety of contexts, including political, financial, historical, ethical, organizational, educational and technological. Guest lecturers from business, engineering, humanities and social sciences will provide these perspectives.
Credit 3 units.

U48 Comm 3240 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 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. UColl: NW

U48 Comm 3241 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.
Same as U11 EComp 324
Credit 3 units.

U48 Comm 326 Blogs to Wikis: Building Community in a Virtual Environment
Credit 3 units.

U48 Comm 327 Introduction to Multimedia Journalism
Multimedia journalism, a product of the internet age, has transformed the profession. This new direction, virtually a requirement for the field today, underscores the importance of creating and displaying information quickly through a variety of multimedia technologies and formats. Essentially, the journalist becomes reporter, producer, editor, and technician all in one. This course covers basic skills and principles of reporting, and introduces students to new technologies associated with convergence journalism. Students will produce reports for area websites and local news outlets. Students must have access to a laptop computer and digital still camera. Additionally, students must purchase on their own a digital audio recorder, audio slide show software, and Flip digital video camera; $275-$325 estimated equipment cost. Prerequisite: U48 222 and 3451, or permission of instructor.
Credit 3 units.

U48 Comm 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.
Same as U49 JRN 328
Credit 3 units.

U48 Comm 329 Convergence Journalism
Convergence journalism has evolved rapidly in the internet age, which allows journalists to display their reports in various forms on websites. These reports can be by camcorder, tape recorders, blogs and other forms that are still evolving. This course will familiarize students with the basic principles of reporting and then introduce them to the technologies available for convergence journalism. Students can be expected to produce reports for the University College website and possibly for local news outlets' websites. A final project will be required. Special equipment is needed; fees are possible.
Credit 3 units.

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 332 Editorial Writing and Commentary
This is an introduction to writing editorials, news analysis, and commentary pieces. The course examines how newspaper editorials and columnists address contentious issues such as abortion, arms control, free trade, and campaign finance control. We will have regular writing assignments, including in-class writing on computers, and readings on current political and social issues. Students are expected to read a newspaper daily. Prerequisite: U48-211 or permission of instructor. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.
Credit 3 units.

U48 Comm 333 Communications in Your Backyard: Community Involvement
Credit 3 units.

U48 Comm 334 Information in Culture and Society
We are said to live in an information society and work in an information economy, but what does that mean? If we have indeed experienced in "paradigm shift" in what information means to society, then how do we adapt to these changes and what do they mean for the traditional ways society functions? This course examines how we think about, communicate and use information in a variety of contexts, including political, financial, historical, ethical, organizational, educational and technological. Guest lecturers from business, engineering, humanities and social sciences will provide these perspectives.
Credit 3 units.

U48 Comm 335 Introduction to Radio
Introduction to radio, including its history, political role, and technical demands. Topics include advertising and promotions, audience analysis, research, programming, and station management.
Credit 3 units.

U48 Comm 336 Media Criticism
Journalists and consumers of journalism function best when they understand why some information is disseminated and received, and some information is not. This course discusses case studies, each based on a real-life media controversy, to examine and illuminate the reporting, writing, editing, and ethical dilemmas that occur every day. Students' participation is mandatory. Requirements include several brief writing assignments and a major research paper examining a controversial print or broadcast story not discussed in class.
Credit 3 units.

U48 Comm 337 Media Stereotyping
Drawing primarily on contemporary movies, but also on print and broadcast media and the internet, we will explore the origins and effects of various persistent stereotypes that have been characterized in overly simplified ways in the popular media. We will explore a number of complex questions about media stereotyping: Is the use of stereotypes driven by audience demand or the tastes of producers, directors, and editors who shape content? What recourse, if any, does an audience, pressure group, or other media consumers have to change the use of stereotypes in the media? What are the larger, ethical and moral implications of media stereotyping? Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units.

U48 Comm 338 Communicating Business and Financial Information
Designed to help journalists and communicators with nonfinancial backgrounds communicate about business and finance effectively, this course focuses on understanding the basic concepts of business and finance and how they are used in communication. Communication areas covered include how to read a balance sheet; business and financial reporting; corporate investor relations; annual and quarterly financial reports; and government regulations affecting business and financial communication.
Credit 3 units.

U48 Comm 339 Writing About Business Today
In this course students learn how to write news releases, stories, and features for business audiences. This course is especially useful for students and journalists without strong financial backgrounds who want to improve their skills in finding and communicating business and financial news. We will learn how to look for the news in balance sheets, company reports, and other company documents, and in doing so examine how business communicates with the media and how to interpret those messages. Prerequisite: one course in communications, journalism, or instructor permission. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.
Credit 3 units.

U48 Comm 3401 Anthropology of Media
Same as U69 Anthro 3401
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 342 Effective Website Management
This course examines the three dimensions that drive a successful website: content, technology, and business process. Through lectures, readings, and criticism of existing websites, the class will address the ways these three dimensions interact, and often compete, as well as the financial, aesthetic, and ethical issues that arise from those interactions. Students learn strategies for creating and managing effective, well-balanced websites by creating a website for a hypothetical company. Discussions will include the cultural and political repercussions of new media, the disappearing role of traditional media as information gatekeeper, and the changing job market. Prerequisites: sophomore standing, familiarity with using

computers, using the internet, and building a website, including HTML.
Credit 3 units.

U48 Comm 343 Understanding TV Broadcasting by Covering the Big Story
Designed for individuals concerned about the public's role in shaping and managing the impact of media on the workplace, home, and community. Students analyze reporting, write news stories, study interview techniques, and learn to critically "talk back" to TV news and other media forms. Examination of business, political, and ethical dimensions of electronic communication.
Credit 3 units.

U48 Comm 3431 Covering the Big Story for TV
This course will help students interested in broadcast journalism to develop skills in preparing for and covering major news stories. Students will examine case studies of stories, learn by interviewing professionals in the field and understand the values associated with making editorial decisions. They will learn about the complex logistics of planning, covering, editing and broadcasting a story. The course also will hone students' skills in writing a script and shooting and editing big stories as they develop. Students also will learn how to use techniques of convergence journalism to augment a broadcast website.
Credit 3 units.

U48 Comm 345 Basic Editorial Skills
A newspaper's character and reputation are defined by its writing, and it is the role of the copy editor to refine and polish that writing. Emphasis on the skills needed to analyze and improve written material without diluting the writer's style: grammar, word selection, sentence construction, and the ability to recognize missing or misplaced elements.
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 347 Advanced Newspaper Editing
Focus on the more sophisticated elements of the editorial press: news judgment — assessing stories for intrinsic and relative worth; presentation — combining stories, photographs, and informational graphics; layout — designing pages and handling production; and headline writing. Prerequisite: U48-345.
Credit 3 units.

U48 Comm 348 Investigative Reporting
Credit 3 units.

U48 Comm 3481 Computer-Assisted Reporting
Online research and access to public records in electronic form have prompted a revolution in reporting. This class introduces students to new technologies being used at newspapers, magazines, and broadcast media outlets. Using the internet and World Wide Web, students will learn to access and analyze existing databases or create new ones in order to produce original stories worthy of publication.
Credit 3 units.

U48 Comm 349 Advanced Reporting
The more sophisticated elements of reporting, understanding, and writing the news including interpreting public opinion polls, using the Freedom of Information Act, and working with public documents. Assignments include political reporting, multi-part series, and investigative reporting. Course assumes some experience, academic or professional, in newswriting. Prerequisite: U48-213 or permission of instructor.
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. Prerequisites: U48-210 or 211 or permission of instructor and junior standing. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.
Credit 3 units. UColl: OLI

U48 Comm 351 Advertising
This is an introduction to advertising, including economic, social, and marketing factors influencing advertising objectives and strategies. Students analyze advertising messages and design, and examine mass media systems as vehicles for advertising. We also focus on planning, buying, and scheduling of advertising media. Prerequisites: U48-210 or 211 or permission of instructor and junior standing. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.
Credit 3 units.

U48 Comm 352 Advanced Public Relations
Analysis of actual case studies in public relations. Consideration of research, budget, media relations, and crisis management, with special emphasis on internal and external communication. The semester culminates with a major project, with students developing a public relations program for area not-for-profit organizations. Prerequisite: U48-350 or permission of instructor.
Credit 3 units.

U48 Comm 354 History of American Advertising
Credit 3 units.

U48 Comm 356 Freelance Writing
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.

U48 Comm 358 Popular Writing in Science, Medicine, and Health

This 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 course is offered on the same evening, back-to-back with U25-347, Contemporary Issues in American Politics: Campaigns, Elections, and the Policy Process. For more information, visit. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.
Credit 3 units.

U48 Comm 359 International Public Relations

The practice of public relations has distinct differences in various countries and cultures. This course examines international public relations including an historical analysis, measurement, strategic planning, trends in managing global business communications, cultural barriers, and ethics. International public relations case studies will be analyzed. The semester culminates with a major group project, with students developing a plan to launch a product/service in the global marketplace. Prerequisite: U48-350 or permission of the instructor. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.
Credit 3 units.

U48 Comm 360 Topics in Communications and Journalism

Credit 3 units.

U48 Comm 3601 Topics in Communications and Journalism

Credit 3 units.

U48 Comm 362 Strategic Planning for Communications Professionals

This course will examine how communications professionals contribute to the strategic planning and thinking process. We will explore the theoretical and practical aspects of goals, mission and vision, all essential components of strategic planning, and analyze how these are communicated internally and externally. Each student will prepare and present a written plan that demonstrates mastery of communications principles and an understanding of an organization's business objectives.
Credit 3 units.

U48 Comm 364 Through the Looking Glass

Using Alice's cross-cultural trip into Looking Glass World as a point of reference, this class 1) introduces students to the study of cross-cultural communication, with a special emphasis on gender, 2) engages students in communicating across the lines of gender and culture in their own lives and work-places. Texts include *Cross-Cultural Communication* by Sana Reynolds, *Talking from Nine to Five* by Deborah Tannen, and *The Leader's Guide to Storytelling* by Steven Denny. Assignments include weekly readings and exercises, an experiential research paper, and two versions of same presentation aimed at different audiences.
Credit 3 units.

U48 Comm 366 Fair Trial Project

This course offers students an opportunity to learn about investigative journalism through the lens of a specific project — examining whether an inmate received the constitutional right to a fair trial. In this course, students will work in small teams investigating Missouri criminal cases. Experienced investigative reporters, lawyers and retired judges will provide insights on key issues. Students will report their findings in articles prepared for possible publication in local media.
Credit 3 units.

U48 Comm 367 International Communication: The New Global Media

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 368 Media Literacy

This course builds media literacy and related critical thinking skills for understanding information in an age of mass communication and electronic media. We focus on applied media formats, including journalism, advertising, political communications, and all electronic media, and develop strategies for the systematic analysis of the media and media presentations. We learn to decode, evaluate, and analyze information conveyed through various media sources. We look closely at children's programming, advertising, journalism, and political communications and develop a more critical awareness of the messages conveyed through these and other channels of mass communication.
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 372 Crisis Communications

Both profit and nonprofit organizations are increasingly embroiled in controversies and crises. Consequently, demands are growing for public relations practitioners to help restore an organization's good name and reputation, along with its financial stability. In learning to construct, implement and evaluate a crisis communication plan, students will research and analyze an organizational crisis, identify the communication demands of various audiences affected by a crisis, and develop strategies and communication tools for managing a crisis.
Credit 3 units.

U48 Comm 373 Principles of TV News
This course examines the history of television broadcasting, including its political and social roles. We will also look at newsroom operations, including writing, editing, and determining what is news. Other topics include government regulation, differences between print, radio, and television news, and the rise of cable television, tabloid news, and infomercials. Recommended for the Liberal Arts and Business (LAB) and the Business Communication Certificates.
Credit 3 units.

U48 Comm 375 Broadcast News
The history of television broadcasting, and its political and social roles; newsroom operations, both theoretical and practical, including writing, editing, and determining what is news; role of government regulation; the differences between print, radio, and television news; and the rise of such modern developments as cable television, tabloid news, and infomercials.
Credit 3 units.

U48 Comm 376 Television Production: Practice and Criticism
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 379 Creative Power: Tap Into Your Right Brain
Whether working for a creative agency such as advertising or public relations, developing a new product for any industry, or becoming an entrepreneur, creative power will measurably increase one's chance for success. In this course students develop creative concepting skills used in agency environments. Students begin by learning to bring a creative team together using tested personality assessment and role assigning strategies. They learn how to conduct effective creative concepting sessions and ways to take creative concepts from the idea stage to finished project. Group and individual creative projects will include a full-scale ad campaign including print, radio and television ads and idea generation of a new business or product. Students will present projects to the class, thereby learning to effectively communicate their creative vision. Guest lecturers from the creative areas of the Communications field will strengthen the connection between the classroom and the applied workplace.
Credit 3 units.

U48 Comm 380 Beat News Reporting
Good beat reporters are the lifeblood of any good news organization. Students in this course are assigned beats to write news stories, working with the instructor and with editors of Student Life, the campus newspaper. Stories may be used for the paper. Students learn how to effectively work a news beat to gather information; and to analyze issues, trends, and developments in the news business. Prerequisite: Consult Course Listings.
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.
Credit 3 units.

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 397 Communication Skills for Corporate Survival
Same as U11 EComp 397
Credit 3 units.

U48 Comm 400 Independent Study
Credit variable, maximum 3 units.

U48 Comm 405 Topics in Public Relations
An advanced-level examination of public relations functions through studies in special subjects related to the field. A major research paper or project is required. For information about current offerings, consult the Course Schedule.
Credit 3 units.

U48 Comm 410 Topics in Advertising
An advanced-level examination of advertising functions through studies in special subjects related to the field. A major research paper or project is required. For information about current offerings, consult the Course Schedule.
Credit 3 units.

U48 Comm 4101 Advertising Campaign
Students develop a national advertising campaign to compete in the American Advertising Federation's (AAF) Annual National Student Competition. Course work involves planning, media, creative, and presentation skills. Judging for the regional level takes place in April. If the Washington University team advances to the national competition, judging will continue into June, although actual course work ends.
Credit 3 units.

U48 Comm 412 The American Media and Foreign Policy
The impact of journalism on the formation and execution of foreign policy from the time of the Revolutionary War to the present. Case studies examine specifically the media's role in influencing public policy and opinion during the two World Wars, the Vietnam War, the Grenada and Panama invasions, and the Persian Gulf War. Also addresses the growing impact of television on Third World problems such as revolution, environmental degradation, and the population explosion; the rise of "television diplomacy"; and the impact of media on the White House, Congress, and other policymakers. A major paper is required.
Credit 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.

U48 Comm 421 Topics in Communications and Journalism
Credit 3 units.

U48 Comm 4210 Developing Community-Based Documentaries: 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.
Same as U08 Educ 4210
Credit 3 units.

U48 Comm 422 Topics in Communications and Journalism
Credit 3 units.

U48 Comm 441 Strategic Advertising: Theory and Technique
Analysis of the theories and techniques that contribute to effective advertising: copywriting and graphic design techniques, advertising research methods, and media buying strategies. Students evaluate the proper utilization of various media channels and learn strategic approaches to accomplish advertising objectives in the context of contemporary advertising theory. Guest speakers include broadcast and print advertising professionals.
Credit 3 units.

U48 Comm 453 Internship in Public Relations and Advertising
Credit variable, maximum 3 units.

U48 Comm 460 Topics in Communications and Journalism
Credit 3 units.

U48 Comm 475 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.
Same as U87 HRM 475
Credit 3 units.

Economics or Managerial 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.

Managerial economics, a sub-field of economics, also addresses the development of analytic models based on economic principles. In Managerial Economics these models are principally applied to specific decisions of businesses, such as profit maximization, strategic behavior, and industry entry and exit. A managerial economics major will complete courses in quantitative techniques, such as regression analysis, as well as course work in related areas of business, such as accounting, management, and finance. A managerial economics major is well-suited for an individual wishing to apply the principles of economics to the business environment.

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Degree Requirements

All University College undergraduate students must satisfy the same general-education requirements (p. 102).

Note: For both the major in economics and the major in managerial economics, Calculus (Math 155, at least) is recommended. Econ 414 Econometric Techniques is strongly recommended as an elective for the major in economics.

The Major in Economics

Total units required: 36

Required Courses:

Econ 103	Introduction to Political Economy: Microeconomics	3
Econ 104	Introduction to Political Economy: Macroeconomics	3
Econ 231	Economic Statistics	3
Econ 401	Price Theory	3
Econ 402	Income and Employment Theory	3
Total units		15

Elective courses:

- Four economics electives (12 units) having Econ 103 and/or Econ 104 as a prerequisite.
- 9 additional units in the social sciences, which may include economics courses.

The Major in Managerial Economics

Total units required: 51

Required Courses:

Econ 103	Introduction to Political Economy: Microeconomics	3
Econ 104	Introduction to Political Economy: Macroeconomics	3
Econ 220	Financial Statement Analysis	3
Econ 231	Economic Statistics	3
Econ 401	Price Theory	3
Econ 414	Econometric Techniques	3
Total units		18
Bus 236	Introduction to Human Resources	3
Bus 251	The Law of Business I	3
Bus 263	Financial and Managerial Accounting	3
Bus 270	Marketing Concepts	3
Bus 125	Business Organization and Administration	3
or Psych 214	Introduction to Industrial and Organizational Psychology	
Total units		15

Elective courses:

- Two economics electives (6 units) having Econ 103 and/or Econ 104 as a prerequisite.
- 12 units chosen from: Psychology, Communications and Journalism, International Studies, Mathematics, Philosophy, Political Science, others with University College authorization. No more than 25 percent of the total course work for students doing a major in managerial economics may be in (U44 Bus) business courses.

The Minor in Economics

Total units required: 15

Required Courses:

Econ 103	Introduction to Political Economy: Microeconomics	3
Econ 104	Introduction to Political Economy: Macroeconomics	3
Econ 401	Price Theory	3
Econ 402	Income and Employment Theory	3
Total units		12

Elective courses:

- One economics elective (3 units) having Econ 103 and/or Econ 104 as a prerequisite.

Courses

Visit https://courses.wustl.edu to view semester offerings for U07 Econ (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U07&crslvl=1:4).

U07 Econ 103 Introduction to Political Economy: Microeconomics
Scope of economics; the market economy. Demand, supply, and the price system. Monopoly and competition; distribution of income; economic problems.
Credit 3 units.

U07 Econ 104 Introduction to Political Economy: Macroeconomics
National income determination. Consumption, investment, and savings. Unemployment and cycles. Money and prices. Economic growth and development. International economics.
Credit 3 units.

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 230 Wall Street for Main Street
This course introduces students to common financial market themes associated with Wall Street as developed through personal accounts, novels, and books targeted at a nonspecialist audience, including *Where Are the Customer's Yachts? or A Good Hard Look at Wall Street*, *A Random Walk Down Wall Street*, *Reminiscences of a Stock Operator*, and *The Intelligent Investor*. Using this approach, rather than conventional economics texts, we will place the readings and themes in their specific historical contexts while also highlighting their enduring value. We also will examine these works through the twin lenses of popular contemporary literature and compelling applications of financial economics. The course is designed for business and non-business students alike who seek a fresh understanding of Wall Street.
Credit 3 units.

U07 Econ 231 Economic Statistics
Introduction to statistical concepts and methods of particular use in economics; frequency distributions; laws of change in relation to statistical inference; estimation and hypothesis testing; simple correlation and regression. Prerequisites: sophomore standing and high school or college algebra.
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 3101 The Great Economists
Examination of the great economic thinkers in terms of the problems they sought to solve, the historically-conditioned assumptions that they bring to their work, the moral issues they raise and the ways in which these writings echo in contemporary economic discussions. The class will begin with Adam Smith, whose *Wealth of Nations* is perhaps the earliest economic text to gain widespread intellectual traction. The course will extend its 18th- and 19th-century segment by looking at Ricardo, Malthus, and Marx. For the 20th century, names will include Keynes, Galbraith, Hayek, Minsky, and Friedman. Prerequisites: Econ 103 and Econ 104 or instructor permission.
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 103 and U07 Econ 104.
Credit 3 units.

U07 Econ 3153 Local Economic Development and Public Policy
This course introduces students to the concepts and practices of local economic development.
Same as U25 PolSci 3153
Credit 3 units. UColl: PSA, PST

U07 Econ 335A Money and Banking
Money and the monetary system; money creation by the banking system; central bank functions; money expenditures; income and production; monetary theory and economic policy. Prerequisites: U07-103 and 104.
Credit 3 units.

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 103.
Same as L11 Econ 352
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

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 103 or L11 Econ 103B.
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 103.
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 103, Econ 104, Econ 231.
Credit 3 units.

U07 Econ 3711 International Agricultural Development & Policy
Examination of selected aspects of international agricultural development and public policy choices related to development outcomes. The focus is on low- and middle-income countries, where the bulk of agricultural output comes from subsistence agriculture. Important questions that will be considered include: What are the strategic roles of agriculture in national development strategies? How can agricultural transformation be accelerated? How can rural economic development be promoted to generate jobs and reduce poverty in rural areas? Additional considerations will include sustainability, along with the gender and environmental aspects of farm-household decision-making and production. Prerequisites: Econ 103 and Econ 104 or instructor permission. ACTRAC students must have completed U07 Econ 401 (or U07 Econ 403) and U07 Econ 414 (or L11 Econ 413). Instructor permission must be granted for the ACTRAC option. 3 units (ACTRAC: 4 units). This is a fully online course. Only University College students may receive credit for online courses.
Credit 3 units. UColl: NW

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: U07-103 and 104.
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 103 (or similar introduction to microeconomic principles).
Credit 3 units.

U07 Econ 401 Price Theory
Behavior of business firms in pure and imperfect competition; determination of relative prices and wages; processes by which human and material resources are allocated. Prerequisite: U07-103.
Credit 3 units.

U07 Econ 402 Income and Employment Theory
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. Required course for economics majors.
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 run econometric software packages. Prior experience with a computer keyboard or word processor useful. Prerequisites: U07-103 and 104 or 301, or U07-231 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 103 or 104.
Credit 3 units.

Education

At Washington University, the teacher education programs are designed to produce teachers who implement an inquiry approach to education. Based upon the belief that teaching is a complex, normative, and changing activity, teacher education is viewed as an ongoing, problem-solving process as opposed to a search for the "one right" answer or "one best" way. Therefore, our students are expected to develop the ability and the inclination to look at educational policy and classroom decision-making from multiple perspectives, and to raise fundamental questions about the purposes, processes, and inequities of the current system. In addition, they are expected to act in ways that have a sound and defensible rationale rooted in research, ethical standards, and personal experience, and to reflect upon and reconsider that practice in the interest of all of their students.

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Degree Requirements

Bachelor of Science in Education

All University College undergraduate students must satisfy the same general-education requirements (p. 102). To be considered for the undergraduate teacher education program, students must:

- have completed 60 credit hours or more toward the undergraduate degree;
- have a 3.0 grade point average in their other major and a 3.0 grade point average in all courses taken;
- pass the MOGEA test; and
- submit an application, official transcripts, and two letters of recommendation.

When a student's application is complete, an interview will be scheduled. Applications are considered once a semester. Declaration of an education major does not imply admission to teacher education. All students must be admitted to the teacher education program separately from admission to University College. More information is available from the Director of Teacher Education office in Seigle Hall, Room 131, 314-935-3571.

The Major in Education

The undergraduate Secondary (9-12) Teacher Education Program allows students to pursue a bachelor's degree and certification in English or social sciences at the same time. As part of this program, students must do a double major: one in education, and a second major in English or one of the social sciences (history, political science, or international studies). The required education course work in this major totals 30 credit hours and includes a 3-credit foundations course, the English or social sciences subject area curriculum and instruction courses, and student teaching.

In addition, students must complete specific, state-required course work in the English or social sciences major. They must attain sophomore status (60+ credit hours) and pass the state-required MOGEA exam before being admitted to the teacher education program; however, students should consult an education adviser about state requirements as early in their academic program as possible.

Any student who pursues teacher certification must meet state requirements, including a passing score on a subject-area examination, before Washington University can recommend them for teacher certification. State requirements and national standards for teacher certification change frequently. Thus it is important for any student pursuing teacher certification to consult with an education adviser early and often.

Courses

Visit https://courses.wustl.edu to view semester offerings for U08 Educ (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U08&crslvl=1:4).

U08 Educ 200 Topics in Education
Introduction to broad areas of educational concern. Topics vary by semester.
Same as L12 Educ 200
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: HUM EN: S

U08 Educ 301C The American School
An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers, changing relationships among schools and such other educational institutions as the church and the family, policy issues that have shaped the development of schooling in America. Prerequisite: sophomore standing.
Same as L12 Educ 301C
Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: BA, ETH, HUM

U08 Educ 314 Topics in Education: Sociolinguistics, Literacies and Communities
The well known "literacy crisis" has forced scholars from many nations to turn their attention to learning about linguistic, cultural and class diversity of students and what this means for learning in schools. In this course we will engage with the perceived disjuncture between homes, communities, and schools in an era of higher literacy standards, local literacies, and community knowledge. We will examine the contribution of sociolinguistics to what we know about language and literacy education, achievement, and how this relates to social transformation within and across communities. Students can expect theoretical and methodological conversations as we use critical discourse theories, systemic linguistic approaches, and empowerment theories as lenses to formulate, challenge and critique the existing status of language and literacy education.
Same as L12 Educ 314
Credit 3 units. A&S: LA A&S IQ: HUM BU: BA

U08 Educ 3251 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.
Same as U09 Psych 325
Credit 3 units.

U08 Educ 360 Creativity: Theory and Application
This course explores social science based approaches to understanding, explaining, and enhancing creativity. The course will provide an interdisciplinary perspective on topics including how creativity should be defined, how creativity can be understood as both an individual and a social phenomenon, what processes are involved in creativity and innovation, and how creativity can be fostered in individuals and in group settings.

This course is especially useful for students wishing to enhance effectiveness in organizational leadership and entrepreneurship through a deeper understanding of the different dimensions and applications of creativity.
Credit 3 units.

U08 Educ 3941 Archaeology for Public/Private School Educators
Same as U69 Anthro 3941
Credit 3 units.

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

U08 Educ 4000 Topics in Education
An analysis of major educational issues, drawing on empirical research and literature. Seminar format.
Credit 3 units.

U08 Educ 4001 Topics in Education: Teaching the Science of Nature
A graduate course held at Tyson Research Center devoted to enhancing the teaching of science in primary and secondary schools. Students receive useful field guides and teacher-ready, hands-on lesson plans suitable for immediate application in the classroom as they learn more about the science of the Missouri landscape. Topics will vary by semester. Same as Bio 4001.
Credit variable, maximum 3 units.

U08 Educ 4002 Teaching the Science of Nature: Fall
Graduate course for science teachers and others that explores the Missouri landscape using a variety of scientific approaches. Attention to animals, plants, weather, geology, hydrology, astronomy, ecology, and waste management, with a goal of providing information and techniques applicable to classroom teaching. A research project is required. Participants will receive hands-on lesson plans suitable for immediate application in the classroom as they learn more about the science of the Missouri landscape.
Same as U29 Bio 4002
Credit 3 units.

U08 Educ 4021 Leadership Skills for Women Administrators
Overview of the concepts of assertion and leadership and their application to women in administration. Students will have the opportunity to assess their own leadership styles and communication patterns and will set personal goals. The rest of the course will consist of skill training in communication, leadership, and assertion. Course intended for working women. Enrollment limited to 20.
Credit 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: SS 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: SS, SD A&S IQ: SSC, SD

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: SS A&S IQ: SSC Art: SSC

U08 Educ 406 Theoretical Foundations, Approaches, and Methods in Teaching English as a Second Language (TESL)
This course is designed to give participants a firm theoretical foundation in TESL and offer a variety of approaches and methods used in the field. Practical application of theories and methodologies will be included. Principles covered can also be used when teaching English abroad.
Credit 3 units.

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: LA A&S IQ: HUM Art: HUM

U08 Educ 408 Education and Psychology of Exceptional Children
Major handicaps of children that require educational modifications. The nature of the handicaps, their known causes,

and educational provisions for exceptional children, ranging from special schools to "mainstreaming" children into regular classrooms. The nature of giftedness, together with current practices of educating gifted children and youth. Required in teacher certification program. Prerequisite: sophomore standing. Offered fall and spring semesters.
Same as L12 Educ 408
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

U08 Educ 4109 History and Identity
It is generally assumed that history plays an essential role in forming and maintaining the identity of individuals and groups. This course will examine this assumption by analyzing how history is produced and used in nation-states. The class will consider the narrative organization of history and how it is made available (e.g., through school instruction, popular media), and then turn to issues of how history is understood and internalized by examining psychological processes such as identification and resistance. Readings, discussion, and a research project.
Credit 3 units.

U08 Educ 4121 Teaching Creative Movement to Children
This course will introduce educators and parents to the kinesthetic experience as a means of stimulating imagination and creativity, problem solving and expression. Drawing on Gardner's theory that humans possess a variety of intelligences — linguistic, bodily/kinesthetic, musical, interpersonal and intrapersonal — we understand that Creative Movement emphasizes the unique process of each individual's expression. Students are introduced to the material through experiential movement sessions, lecture and discussion. The course content revolves around the dance elements of body, time, and space. Requirements consist of reading assignments, a short paper and a final project.
Same as U31 Dance 411
Credit 2 units.

U08 Educ 413 Curriculum and Instruction in Art K-12
Art curriculum in the public schools, with emphasis on examination of methods and materials for teaching art. 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 413
Credit 3 units. A&S: LA 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: LA 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: NS A&S IQ: NSM Art: NSM

U08 Educ 4150 Math for Elementary Teachers/Practical Classroom Strategies
A review of the mathematics of kindergarten through eighth grades, frequently at a level beyond its usual presentation in the schools. Applications of all concepts are given in abundance. Participants will implement the mathematics content of the course in a real classroom setting. Inquiry project required. Prerequisite: permission of instructor.
Credit 3 units.

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: NS 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 three credit hours during the year in which student teaching is done.
Same as L12 Educ 418
Credit 3 units. A&S: SS 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 4232 Curriculum and Instruction in Dance
Dance curriculum in middle and secondary schools — methods of instruction and assessment in teaching dance. Introduction to the unique position of the role of dance in public education, and the dance teacher's role as diplomat and arts advocate. Designing dance curriculum including artist residencies and master classes, assessment, and lessons based on national and state standards and sound dance education principles. Credit may be applied toward the education major and potentially toward state certification.

Same as U31 Dance 440
Credit 3 units.

U08 Educ 4271 Health of the Child
A study of the health and nutrition of children. Prerequisities: admission to the teacher education program or permission of Director of Teacher Education.
Credit 1 unit.

U08 Educ 4288 Higher Education in American Culture
Colleges and universities in the United States have been the sites of both cultural conservation and political and cultural subversion from their founding in the 17th and 18th centuries. They have been integral to the nation's and to regional cultural and economic development. In addition, they have functioned as one component of an increasingly diversified and complex system of education. This course, a reading colloquium, surveys higher education in American history, including the ideas that have contributed to shaping that history, beginning with its origins in European institutional models. We use the primary and secondary readings to examine critically its conflict-ridden institutional transformation from exclusively serving the elite to increasingly serving the masses. We explore the cultural sources of the ideas as well as the growth and diversification of institutions, generations of students and faculty as they changed over time, and curricular evolutions and revolutions in relation to the larger social and cultural contexts of institutional expansion.
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: SS A&S IQ: SSC

U08 Educ 4312 Tools of Inquiry
Same as L12 Educ 4312
Credit 3 units. A&S: SS A&S IQ: SSC

U08 Educ 4315 Culture, Language, and the Education of Black Students
This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of black speech, the course highlights controversies within the linguistic community, contrasting views of speech within black lay communities, public discourse, and educational policy.
Credit 3 units.

U08 Educ 440 Women in the History of Higher Education and the Professions
An advanced seminar with readings exploring education, historical studies, and feminist theory. Each student writes a paper based on research in local archives and in other primary sources, on a topic related to women in higher education and/or professions. Prerequisite: junior standing or above; some background in American history.
Credit 3 units.

U08 Educ 4411 Social Statistics
Credit 3 units.

U08 Educ 4414 Learning Technologies for Math & Science
Same as L12 Educ 4414
Credit 3 units. A&S: SS

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 also are explored. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc.[TM] 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: SS 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.[TM] 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 4484 Language, Thought, and Culture
This course examines ways in which language shapes human mental and cultural practices. Drawing on linguistics, literary theory, anthropology, sociology, and psychology, discussions will take up issues such as how different languages give rise to different forms of thought, how language is tied to power and authority, and how language shapes identity. Particular emphasis is given to how these issues emerge in the context of human development, education, and socialization. Prerequisite: advanced undergraduate or graduate standing, or permission of instructor.
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 4512 Race, Ethnicity, and Culture: Qualitative Inquiries into Urban Education II
This course is the second of two to examine ethnographic research at the intersecting and overlapping points of race, ethnicity, class, gender and culture. The emphasis in this course is on developing methodology that is consonant with critically grounded, socially responsible, culturally-responsive, and humane research projects and programs. Prerequisites: AFAS/Educ 4511 and/or permission of the instructor
Credit 3 units.

U08 Educ 4521 Teaching Adults in Community Settings
Same as L12 Educ 4521
Credit 3 units. A&S: SS A&S IQ: SSC

U08 Educ 457 Education and Personality Development
The relationship between personal characteristics and systematic efforts to develop the personal resources of individuals. The relevance of such psychophysical propensities as aggression, dissociation, and sexuality to the design of educational programs; the capacity of educational interventions to influence personality processes related to major societal challenges such as addictions and domestic violence. The adequacy of models of human functioning evaluated in terms of students' own observational work, their personal experience, and the empirical literature.
Credit 3 units.

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: TH A&S IQ: HUM BU: ETH

U08 Educ 4608 The Education of Black Children and Youth in the United States
This course provides an overview of the education of black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit, and Foster. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries,
Same as L12 Educ 4608
Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Art: HUM

U08 Educ 4610 Introduction to Educational Tests and Measurements
Same as L12 Educ 461
Credit 3 units. A&S: SS A&S IQ: SSC

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 are not.
Credit 3 units.

U08 Educ 465 An Introduction to American Higher Education

America's colleges and universities are among the nation's most important institutions. The U.S. Higher Education system has emerged as the world's premier model for teaching and research and includes a diverse array of institutions with varying missions and student populations. This course is designed for those interested in exploring a career in higher education or for those interested in learning more about the current and historical context of American higher education. Students will expand their understanding of the basic organizational, legal, financial, and academic framework of today's colleges and universities and will address several key challenges facing America's higher education community such as finance, access, and the role of higher education in local communities.

Credit 3 units.

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: LA A&S IQ: HUM

U08 Educ 4662 Materials for Teaching English as a Second Language

This course is designed to help K-12 teachers build a repertoire of classroom materials for teaching and testing speakers of other languages. Approaches to teaching language interactively, integrating the four skills of listening, speaking, reading, and writing will be emphasized as well as using assessments to inform instruction. Practical steps to test and lesson construction will be examined.

Credit 3 units.

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: LA 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: SS A&S IQ: SSC

U08 Educ 4701 History of the English Language

Concepts and methods of linguistical 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: LA A&S IQ: HUM Art: HUM

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: NS A&S IQ: NSM Art: NSM

U08 Educ 4741 Elementary Science: Content, Curriculum, and Instruction

Key concepts appropriate for elementary school science and health instruction; effective teaching strategies and approaches to curriculum development. Education 4741 and 4751 to be taken concurrently. Prerequisite: admission to teacher education program or permission of instructor.

Same as L12 Educ 4741

Credit 2 units.

U08 Educ 4751 Elementary Social Studies: Content, Curriculum and Instruction

Key concepts in social studies, including economics and geography; effective teaching strategies and approaches to curriculum development in all areas of social studies. Educ 4741 and 4751 to be taken concurrently. Prerequisite: admission to teacher education program or permission of instructor.

Same as L12 Educ 4751

Credit 2 units.

U08 Educ 4771 Arts and Aesthetics: A Means of Communication
Methods and materials for integrating the arts and aesthetics into the elementary classroom. Emphasis on art, music, and oral communication as well as drama and movement. Consult Course Listings. Prerequisite: admission to teacher education program or permission of instructor.
Same as L12 Educ 4771
Credit 2 units.

U08 Educ 481 History of Education in the United States
Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history.
Same as L12 Educ 481
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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: SS, WI A&S IQ: SSC, WI Art: SSC

U08 Educ 4822 Practicum in Teaching English as a Second Language
Supervised ESL teaching experience. Observation of LEP students and assessment of group and individual needs; curriculum planning informed by student needs and second language acquisition theory; implementation of planned instruction; design and use of curriculum materials; reflection and analysis to plan future instruction.
Credit 3 units.

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: SS 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: SS 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: SS, SD 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: SS A&S IQ: SSC Art: SSC EN: S UColl: ACS

U08 Educ 492 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. Prerequisites: admission to teacher education program and U08-4821 required. Must be taken credit/no credit. Secondary student teacher education students enroll for 8 credits.
Same as L12 Educ 492

Credit variable, maximum 8 units.

U08 Educ 4922 Student Teaching in Middle Schools
Supervised teaching experience. Group meeetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching though videotape analysis. Prerequisites: admission to Washington University teacher education program and concurrent or prior registration in Educ 4821, Educ 4951 and Educ 4952 required. Must be taken credit/no credit. Middle school student teachers enroll for 8 credits.
Same as L12 Educ 4922
Credit variable, maximum 8 units. A&S: SS A&S IQ: SSC Art: SSC

U08 Educ 494 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: SS A&S IQ: SSC Art: SSC

U08 Educ 4951 Middle School Philosophy and Organization
This course examines the history, goals, organization and philosophy of middle schools as institutions. Students will explore how the characteristics and needs of early adolescents guide the mission, structure and operation of middle schools. Prerequisite: admission to teacher education program.
Same as L12 Educ 4951
Credit 2 units. A&S: SS

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: SS A&S IQ: SSC Art: SSC

U08 Educ 4955 Introduction to Technologies for Educators
This is a project-based course designed to help educators use technology creatively and effectively in support of curriculum in elementary and secondary school classrooms. Topics include an introduction to the internet, creating a webpage, multimedia presentation, evaluation and integration of software into the curriculum, and the impact of technology on the educational process. Students will identify useful internet resources, learn how to integrate these resources into their curriculum, and explore a variety of techniques for using the resources in their classroom, as well as for their own professional growth.
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
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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. 102).

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 also will help students develop a vocabulary of critical analysis and literary criticism:

- Early Texts and Contexts (ELit 261)
- 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

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

Visit https://courses.wustl.edu to view semester offerings for U65 ELit (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U65&crslvl=1:4).

U65 ELit 201 Introduction to Literature
This course requires close reading and classroom discussion of selected poems and short stories. We will examine major elements of poetry and fiction, and write a series of short analytical papers. This course is recommended for students who wish to improve their reading, writing, or analytical skills, or who plan to take other courses in literature or writing.
Credit 3 units.

U65 ELit 202 Introduction to Literature
Close reading and class discussion of selected poems and short stories in U65-201 and of selected novels and plays in U65-202.
Credit 3 units.

U65 ELit 207 Topics in English and American Literature
Same as U92 WGSS 207
Credit 3 units.

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 215 Great Books: Study of Literary Masterpieces
Credit 3 units.

U65 ELit 217 Reading Sonnets for Pleasure and Understanding
For over 600 years, within the sonnet's small, formal frame, poets have written and are still writing poems that are clever, tense, passionate, funny, bitter, quiet, and always moving. In this course we will read many of these sonnets — first for enjoyment, then for understanding how they achieve their effects.
Credit 1 unit. UColl: ENE

U65 ELit 219 Introduction to Literary Study: Modern Texts, Contexts, and Critical Methods
This course will provide an intensive introduction to a few important literary works published since 1700.
Credit 3 units.

U65 ELit 241 Masterpieces of Literature I
This course covers masterpieces of Western literature in English translation: Homer through Dante. Other authors may include Sophocles, Virgil, and Rabelais.
Credit 3 units. BU: HUM UColl: ENE

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 2571 "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.

U65 ELit 260 Survey: American Literature: Literary History of the United States I (Beginnings to Civil War)
Designed for readers and writers who wish to assemble a "map" of American literature to help them locate authors and other artists in relation to key themes, decisive moments, and cultural developments which have shaped and defined our national character.
Credit 3 units.

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: TH, CD A&S IQ: HUM, LCD Art: HUM BU: HUM

U65 ELit 308 Topics in Asian-American Literature
Credit 3 units.

U65 ELit 310 Topics: Power and Authority in Modern Literature
This course will examine the modern short story in Ireland. We will investigate themes of power, choice, connection, transformation, and epiphany as they pertain to these stories as read in their modern Irish context. Attention will also be given to the formal qualities of the stories, some tragic and some comic, including Frank O'Connor's notion of "organic form, something that springs from a single detail and embraces past, present, and future." Writers to be studied include: George Moore, James Joyce, Sean O'Faoláin, Frank O'Connor, Elizabeth Bowen, Liam O'Flaherty, Edna O'Brien, Mary Lavin, John McGahern, William Trevor, Eilis Ní Dhuibhne, Colm Tóibín, Colum McCann, Roddy Doyle, and Claire Keegan.
Credit 3 units. UColl: ENL

U65 ELit 311 Topics in English and American Literature
This course examines the representation of criminals and crime in the American novel during the 20th and 21st centuries, investigating American culture's fascination with outlaws, villains, and fiends from the legacy of the Wild West to the board rooms of Wall Street. Readings include *Billy Budd*, *The Jungle*, *Absalom, Absalom!*, *Native Son*, *The Talented Mr. Ripley*, *The Confessions of Nat Turner*, *Blood Meridian*, *American Psycho*, *Gain*, and *Gone Girl*. In particular, we will study how these novels depict justice and law, and how they depict antipathy and compassion toward criminals and those who seek to foil them.
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: TH A&S IQ: HUM Art: HUM BU: HUM

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

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: TH A&S IQ: HUM Art: HUM BU: HUM

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: TH A&S IQ: HUM BU: HUM EN: H

U65 ELit 321B American Literature to 1865
Same as L14 E Lit 321
Credit 3 units. A&S: TH 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: TH A&S IQ: HUM Art: HUM BU: HUM

U65 ELit 340 Crisis and Creativity: European Intellectual and Cultural History, 1890-1930
Through an examination of social and political theory, as well as literature and art, this course will explore the related crises of reason, selfhood and society experienced in the period of European modernism. Topics will include: critiques of liberalism, democracy and reformulations of socialism; thematic and formal experimentation in the novel, drama, art and music; Freud and the exploration of the unconscious; and the fragmentation signaled in intellectual and cultural responses to the First World War. Readings and discussion of primary works form the period will supplement lectures.
Same as U16 Hist 340
Credit 3 units.

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: TH A&S IQ: HUM BU: HUM

U65 ELit 3501 Reading Plays: Major Dramatists
Same as U21 Drama 350
Credit 3 units.

U65 ELit 350W Literature of Leadership
Contemporary management and educational theory place a prime value on leadership and its associated skills. There is no such concept in ancient Greek literature, except perhaps "fate" or "fortune," in early Christian writing except perhaps "grace," or in the Bible except perhaps "God." From a literary and historical perspective, how has the modern view of leadership evolved and what models are found in Western culture? This writing-intensive course will examine a wide variety of works — ancient, medieval, and modern; literary, historiographic, and didactic; modern political and managerial theory — to assess leaders' dilemmas and decisions. The course will range from Jacob to Winston Churchill, from Leonidas to Lincoln, from Thucydides to Thatcher.
Credit 3 units. UColl: ENL

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. 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: TH A&S IQ: 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 356 The Art of the Novel
Great novels that have redefined the genre, shaped modern sensibility, probed the psyche's darkness, and taught readers to see human experience anew. Consideration of what makes a novel great and what makes it modern. Readings from such authors as Flaubert, Dostoyevski, Proust, Woolf, Lawrence, Faulkner.
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 358 The Art of the Drama
Credit 3 units.

U65 ELit 360 Topics in Film Studies
Credit 3 units.

U65 ELit 3601 Topics in Film Studies
Topics course in film studies.
Credit 3 units.

U65 ELit 3602 Topics in Film and Literature
Topics course in film and literature.
Credit 3 units. UColl: ENL

U65 ELit 361 Topics in Film Studies
Credit 3 units.

U65 ELit 362 The Victorian Period
Same as L14 E Lit 376
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

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 and to biblical influence on various aspects of Western thought and culture.
Credit 3 units. UColl: ENE

U65 ELit 365F The Bible as Literature
Extensive reading in English translations of the Old Testament and the New Testament, with emphasis on literary forms and ideas.
Same as L14 E Lit 365F
Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: ETH

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 371 Illness in Literature
Representations of illness in art influence our experience of illness. This course will begin with a look at philosophical and sociological studies of illness, including writing by Susan Sontag, Elaine Scarry, Floyd Skloot, and Barbara Ehrenreich. These writers try to imagine ways around the pervasive moralizing of illness. Thinking critically about the language we use to describe illness and the ways we try to make illness culturally meaningful, we will then turn to representations of illness in literature, reading short works from Henry James to Lorrie Moore. Films will include *Wit* and *Rent*. Throughout the course we will ask how representing illness demands new forms of expression.
Credit 3 units. UColl: ENL

U65 ELit 373 The Medieval Period: Writing and Representation of Pain
This course explores a range of discourses about pain, including theoretical and technical ones. To what extent has literature developed special modes of expression for pain, and to what extent is the literary construction of pain gendered and open to cultural change?
Credit 3 units.

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: TH, SD A&S IQ: HUM, SD BU: HUM

U65 ELit 388 African American Literature: Since the Harlem Renaissance
Credit 3 units.

U65 ELit 391 Chaucer
From the "gentle, perfect Knight" to the devout and humble Parson, from the learned Man of Law to the bawdy Wife of Bath, Chaucer's pilgrims tell stories to amuse, instruct, and enrage each other. The stories delighted Chaucer's immediate audience, the court of Richard II, and they still delight today. We will look at *The Canterbury Tales* individually, in the context of the work as a whole, and as part of a social milieu.
Credit 3 units.

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 395C Shakespeare
Introductory course emphasizing critical interpretation. Representative plays are studied in detail. Required of all English majors and minors.
Same as L14 E Lit 395C
Credit 3 units. Art: HUM BU: HUM

U65 ELit 400 Independent Study
Credit variable, maximum 3 units.

U65 ELit 403 Black and White in American Drama
This course explores race in America through 19th- and 20th-century drama by black and white American writers. There is an emphasis on uses of the Classical tradition, on melodrama, the modernist theater as well as the theater of the Black Arts Movement. Writers include Dion Boucicault, William Wells Brown, Marita Bonner, Eugene O'Neill, Lillian Hellman, Zora Neale Hurston, Leroi Jones/Amiri Baraka, Lorraine Hansberry, Adrienne Kennedy, Arthur Miller, and August Wilson.
Credit 3 units.

U65 ELit 409 Directed Readings in English Literature

U65 ELit 4171 Roman Remains: Traces of Classical Rome in Modern British Literature
Same as L93 IPH 4171
Credit 3 units. A&S: TH A&S IQ: HUM

U65 ELit 423 Topics in English and American Literature
Credit 3 units.

U65 ELit 4244 Topics in African-American Literature
The Black Atlantic
Credit 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: TH A&S IQ: HUM Art: HUM

U65 ELit 426 The American Renaissance
Literature of pre-Civil War 19th-century America — Emerson, Thoreau, Hawthorne, Melville, Whitman — with attention to social and intellectual backgrounds and the character and literary influence of the transcendentalist movement.
Credit 3 units.

U65 ELit 428 Gertrude Stein and Richard Wright
Credit 3 units.

U65 ELit 4281 Gertrude Stein and Richard Wright: The Poetics and Politics of American Modernism
Credit 3 units.

U65 ELit 458 The Modern Novel: What Does a Woman Want? Great Novels of Destiny, Choice, and Self-Definition
Credit 3 units.

U65 ELit 4602 The Shaping of Modern Literature: Writers as Readers
Credit 3 units.

U65 ELit 475 American Culture: Traditions, Methods, and Visions
Credit 3 units.

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. A capstone course blends the program's multidisciplinary course work with students' professional experience to help them produce their own integrated and practical strategy for global leadership development.

Contact:	Steven Lawler
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Degree Requirements

Bachelor of Science in Global Leadership and Management

All University College undergraduate students must satisfy the same general-education requirements (p. 102). Requirements specific to the major include:

Core Courses: 15 units selected from the following:

Econ 231	Economic Statistics	3
Phil 234	Business Ethics	3
PolSci 3342	Business and Public Policy	3
Bus 125	Business Organization and Administration	3
or Bus 259	Principles of Management	
Bus 251	The Law of Business I	3
Bus 263	Financial and Managerial Accounting	3
Bus 265	Corporate Strategic and Financial Planning	3
or Bus 342	Business Finance	
Bus 270	Marketing Concepts	3
Comm 3411	Technology for Managers: Tools and Strategies	3
Other courses authorized by University College		

Required Major Courses: 18 units

Econ 403A	Managerial Economics I	3
Econ 427	Economic Systems in Theory and Practice	3
Psych 381	Cross-Cultural Psychology	3
Bus 240	Introduction to International Business	3
or Bus 330	International Management: Leadership Across Cultures	
Bus 305	Leadership for Organizational Success	3
Bus 347	International Marketing	3
Total units		18

Elective Courses in Culture and Area Studies Courses: 12 units

12 units of authorized Arts & Sciences elective courses enrich an understanding of the culture of a geographic area or areas of study outside of the United States, and thereby strengthen one's global outlook on leadership and management. Suggested areas include, but are not limited to, foreign languages, anthropology, comparative literature, history, international and area studies, political science, psychology, and religious studies. Students pursuing a major in global leadership and management also should take the following courses as either general education requirements or electives:

Econ 103	Introduction to Political Economy: Microeconomics	3

Econ 104	Introduction to Political Economy: Macroeconomics	3
PolSci 103	Introduction to International Politics	3
Psych 100	Introduction to Psychology	3
EComp 324	Professional Writing, Speaking, and Presentation	3

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.

Contact:	Steven Lawler
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Degree Requirements

Bachelor of Science in Health Care

All University College undergraduate students must satisfy the same general-education requirements (p. 102). Requirements specific to this major include:

Required Core Courses: 18 units

Phil 233	Biomedical Ethics	3
HCARE 309	Health and Society	3
Anthro 3283	Introduction to Public Health	3
or HCARE 313	Introduction to Public Health	
Bio 342	Introduction to Human Disease and its Scientific Basis	3
Econ 352	Health Economics	3
Psych 358	Health Psychology	3
Total units		18

Health Care Management Concentration

- 18 units, including at least 9 units of advanced (300- or 400-level) course work

Required Health Care Management concentration courses (15 units) are noted below. Additionally, students select one elective course, authorized by University College, chosen from Arts & Sciences, Business, Health Care, Clinical Research Management, Human Resources Management, or Nonprofit Management.

Required Courses in Health Care Management Concentration

HCARE 312	Legal Issues in Health Care Management	3
HCARE 314	Health Care Finance	3
HCARE 349	Health Care Communications and Marketing Strategy	3
HCARE 355	Health Care Reform and Policy	3
HCARE 360	Strategic Planning and Management in Health Care	3

Health Sciences Concentration

- 18 units, including at least 9 units of advanced (300- or 400-level) course work

Health Sciences concentration courses, all elective, are chosen in consultation with an adviser and authorized by University College. Courses are chosen from Biology, Chemistry, Physics, Psychology, and other areas with University College authorization. Students pursuing graduate and professional study in medicine and other clinical fields are required to take more than 18 units of prerequisite course work for admission to graduate or professional school.

Courses

Visit https://courses.wustl.edu to view semester offerings for U86 HCARE (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U86&crslvl=1:4).

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 premedical 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. Restricted to University College students, post-baccalaureate pre-medical students, others with instructor permission.
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.
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 of case studies and common clinical examples. The objective of this course is to give the student a practical "take home" understanding of the human body and some of the current diagnostic imaging approaches being utilized in modern health care. Prerequisite: year of high school or entry-level college biology.
Same as U29 Bio 110
Credit 3 units.

U86 HCARE 120 Introduction to Anatomy and Physiology
Same as U29 Bio 120
Credit 4 units.

U86 HCARE 121 Introduction to Anatomy and Physiology II
Same as U29 Bio 121
Credit 4 units.

U86 HCARE 130 Introduction to Microbiology
Same as U29 Bio 130
Credit 4 units.

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).
Same as U23 Phys 134
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.
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 205 Organic Chemistry I

Same as U05 Chem 205
Credit 3 units.

U86 HCARE 206 Organic Chemistry II
Same as U05 Chem 206
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.
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 U80 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 U80 CRM 251
Credit 3 units.

U86 HCARE 255 Organic Chemistry Lab
Same as U05 Chem 255
Credit 2 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. Prerequisites: Chem 112A, Chem 152.
Same as U05 Chem 261
Credit 4 units.

U86 HCARE 276 Microbiology and Society
Same as U29 Bio 276
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 Clinical Research Management I
Fundamentals of Clinical Research Management I is an introductory course which provides the basic foundation for clinical research. The historical evolution of research is explored, 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.

U86 HCARE 3101 Preparing Biomedical Transcripts
A first course in preparing manuscripts for publication in a biomedical journal. Restricted to members of the Washington University School of Medicine community, others on a space-available basis. To register call 314-935-6749.
Same as U29 Bio 310
Credit 3 units.

U86 HCARE 311 Fundamentals of Clinical Research Management II
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 315 Pharmacology
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 U80 CRM 318
Credit 3 units.

U86 HCARE 319 Contemporary Health Care: Issues and Controversies
The climate of health care today is complex and controversial, demanding no less than an informed, critical understanding of its many and diverse elements. We use contemporary case studies on topics such as informed consent and privacy, workers compensation for patients, and conflicts between corporate financial goals and employee benefits to examine medical, political, legal, economic, ethical, and organizational issues that influence health care policy and practice. We also analyze intended and unintended consequences of health care legislation.
Credit 3 units.

U86 HCARE 320 Trends in Healthcare Policy
Same as U80 CRM 520
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
Same as U43 IS 326
Credit 3 units.

U86 HCARE 3283 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: SS A&S IQ: SSC Art: SSC BU: IS EN: S

U86 HCARE 330 Business of Clinical Research
Same as U80 CRM 330
Credit 3 units.

U86 HCARE 3320 Politics of Medical Science in America from 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 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 also will look at the political consequences of controversial medico-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.
Same as U16 Hist 3320
Credit 3 units.

U86 HCARE 335 Introduction to Human Neuroscience
Same as U29 Bio 335
Credit 3 units.

U86 HCARE 3405 Language, Culture and Applied Medicine: Applied Linguistics for the Medical Profession
Same as U91 Ling 3405
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 or 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 348 Bioscience For Business
Same as U44 Bus 348
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 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.
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 healthcare 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
Healthcare 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 healthcare 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
Healthcare entrepreneurs improve the overall quality of healthcare delivery. This course introduces students to the particular characteristics of healthcare 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 healthcare 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 Mahyana 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 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.
Same as U69 Anthro 387
Credit 3 units. UColl: NW

U86 HCARE 390 Biomedical Politics
Same as U29 Bio 390
Credit 3 units.

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.
Same as U29 Bio 406
Credit 3 units.

U86 HCARE 409 Health and Society
Credit 3 units.

U86 HCARE 4135 Tobacco: History, Anthropology, and Politics of a Global Epidemic
Same as U69 Anthro 4135
Credit 3 units.

U86 HCARE 423 Healthcare Entrepreneurship
The emergence of rapid innovation and prototyping of new products and services in health care has opened the door to an entirely new generation of entrepreneurs and entrepreneurial thinkers. No longer is the health care ecosystem completely controlled by legacy juggernauts fueled by institutional buyers. Rather, today we have health care consumerism that is rapidly focusing on individuals as the industry and government work to empower greater access to care. This course will introduce students to a historical approach to entrepreneurship, and provide a framework to analyze opportunities for new product or services development in health care. We will explore both the complexity of the industry and expose students to the necessary fact that many times novel solutions are but a component to a holistic, multidisciplinary approach to care, and enable students to understand how their novel solutions might fit into that care ecosystem. Preliminary list of topics: By the end of the course, students will be able to successfully write a business plan, develop and deliver an elevator pitch to potential investors, be proficient in SWOT analysis, market analysis, brand development, market penetration strategies, costing and revenue generation forecasting (pro forma development), industry alignment of innovative service or product, and in-depth critical thinking skills around building a successful business.
Credit 3 units.

U86 HCARE 430 The Business of Clinical Research
Same as U80 CRM 430
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 4391 Modern Genetics
Modern concepts in genetics from Mendel to the latest in genetic engineering. Discussion of DNA manipulation techniques with emphasis on human genetics and practical applications. Suitable for, but not limited to, science teachers, medical technicians, and health care workers. Prerequisite: Consult Course Listings.
Same as U29 Bio 4391
Credit 3 units.

U86 HCARE 454 The Biology of Heart Disease, Diabetes and Cancer
Same as U29 Bio 454
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

This is an exciting time to be studying history. The transition to the 21st century has prompted intense questioning about the past, the future, and the nature of change. Many old certainties and conventional wisdoms have been challenged, and America's role in an increasingly complex and contentious world demands that we, as citizens, acquire the skills that will allow us to analyze and comprehend that world. This is precisely what the study of history — of human experience contextualized temporally, culturally, politically, and geographically — is designed to do.

The Department of History at Washington University offers students the opportunity to examine human experience across time and in a wide variety of cultural, political, regional, and social contexts. The curriculum is global in scope, and students are encouraged to sample courses across time and space while achieving depth of knowledge in selected areas. Through the major in history, students also can develop important analytic skills used in law, business, communications, and other professions. 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 for comprehension, and to write with precision and clarity.

Historians aim for a broad understanding of any problem and gain empathy for people in different times, places, and situations.

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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 (p. 102). Requirements specific to this major include:

Introductory Courses (6 units)

- One introductory course chosen from:

Hist 101	Western Civilization	3
Hist 102	Western Civilization II: 1650 to the Present	3
Hist 163	Introduction to the History of the U.S.	3
Hist 164	Introduction to World History	3
Hist 209	America to the Civil War	3
Hist 210	America from the Civil War	3

- 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:

Hist 101	Western Civilization	3
Hist 102	Western Civilization II: 1650 to the Present	3
Hist 163	Introduction to the History of the U.S.	3
Hist 164	Introduction to World History	3
Hist 209	America to the Civil War	3
Hist 210	America from the Civil War	3

- 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

Visit https://courses.wustl.edu to view semester offerings for U16 Hist (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U16&crslvl=1:4).

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 1620 Introduction to the History and Culture of China and Japan
This course surveys the major historical developments from ancient to modern times in the countries of China and Japan. Themes and continuities developed in dynastic or shogunate periods that have carried over into modern times will be emphasized. Students will also explore the art, literature, and philosophy of these two nations through visual presentations and extensive reading in their classic literature.
Credit 3 units.

U16 Hist 163 Introduction to the History of the U.S.
This course offers a broad survey of American history, from the era immediately prior to European settlement in the Western Hemisphere all the way to contemporary life in the United States. It introduces students to the critical, analytical skills required for historical scholarship and should be regarded as a prerequisite for courses of a higher number in American history. As a survey, this course strives to introduce students comprehensively to current knowledge about the American past, but some degree of special focus is always necessary. In this case, we will aim to understand the historical background to contemporary American politics, broadly speaking: We will study the social, economic, and cultural affairs that helped to create division and conflict as well as alliance and consensus among groups of Americans. We will also study the development of political doctrines, electoral procedures, constitutional standards, public policy, and the status of American society and government in the world.
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 165 Introduction to European Studies
This course focuses on Europe since 1945, but uses an historical approach to explore the experiences, traditions, and ideas that have created contemporary European civilization. Most of the semester will be spent in examining thematic topics (such as demography, religion, human rights, economic traditions, militarism, and war); and the latter part of the semester will look at major topics of Europe since 1945 (such as the Cold War, decolonization, the welfare state, immigration, and the European Union). Class meetings will stress the analysis and discussion of historical texts and data.
Credit 3 units.

U16 Hist 2016 The Obama Preseidency and the 2016 Election
Hope and change? Or polarization and more of the same? Eight years into the Obama presidency and on the cusp of the 2016 presidential election, critical distance is difficult to come by. Yet, as the nation chooses a new president, the events of the past

eight years — deep recession, uncertain recovery, profound social changes and renewed fears — already are crying out for historical perspective. Using the tools of historical inquiry, this course will offer just such a perspective on Obama and his presidency, while also providing critical context on the unfolding presidential campaign.The course will put particular emphasis on comparisons with past administrations and elections while offering a comprehensive look at what actually happened after Obama took office. This hybrid course will be conducted mostly online, with weekend meetings occurring at the start of the course, right after the November presidential election, and again at the end of the semester.
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 America from the Civil War
Survey in American history from the end of the Civil War to the recent past. Combines readings, primary sources, film, and images to convey and interpret the social, economic, cultural, and political history of the nation.
Credit 3 units.

U16 Hist 214 The Atlantic World 1000-1800
Credit 3 units.

U16 Hist 2154 American Legal History
The law is the prior statement of how a government will respond when it faces situations of competing interests within the society it governs. The study of the history of a nation's law is indeed the study of the history of that nation's ever changing needs and desires. This is especially true for the legal history of the United States. American law serves as a forceful mirror, reflecting the changing values of the American people. This course is intended to provide students with a broad view of how and why the institutions and principles of American law developed into their present form.
Credit 3 units.

U16 Hist 216 History of the American South
The American South remains the most distinctive region in the United States. It has been celebrated and reviled — mythologized and stereotyped. Some people imagine the South as a land of moonlight and magnolias, others as a land of "rednecks" and revivals. Southern history, though, is more than this. It is a story of the interplay of black and white cultures. This course explores the history of the American South from the colonial era to the present. Course topics include: plantation life; the "War Between the States"; Jim Crow; the blues; country music; and the Civil Rights Movement. We will consider how definitions of the South have changed — and how the South has influenced American history. Lastly, we will discuss representations of the South in popular culture.
Credit 3 units.

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.

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 protrayals 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 2659 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 301 Women in 19th-Century America
Credit 3 units. UColl: HUS

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 edured 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, 1688-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 peopled 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 Early America
This course investigates the intersection of religion and politics in early America from the colonial era to the Civil War. We will focus our studies on five major themes: colonial visions, Christian foundations, evangelical reform, anti-Catholicism, and civilizing missions. Students will analyze the changing relationships between religion and politics in the early American republic as well as the various ways in which contemporaries and recent historians of the period have treated American religion and politics.
Credit 3 units. UColl: HSM, HUS

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 304 Homunculus: A History of Childhood
How have children been understood and valued over time? How have they been "used," cared for, taught, and depended upon by adults? In this seminar, we will explore children and childhood from Antiquity to the present with particular attention to issues in education, labor, illness and medicine. We will examine a wide range of historical arguments about the nature of childhood and child-rearing from Plato to Dr. Spock, approaching the history of childhood in Western thought and social practice both in terms of human development and the child's place in society.
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 3080 Jacksonian America
When he won the election of 1828, Andrew Jackson rose as an emblem of the age. The era in which Jackson lived was one of change in America, a transformation from the days of the founding fathers that was marked by revolutions in industry and

transportation, westward expansion, the emergence of a new political and partisan order, and new calls for reforms in the social and political order. This course will examine the period in American history that bears the name of the seventh president, the reasons Jackson became such a symbol of the period, and the issues and events leading to the era we call the Age of Jackson and its aftermath.
Credit 3 units.

U16 Hist 309 Chinese Thought
Credit 3 units.

U16 Hist 310 Modern Balkans
This course surveys Balkan history from 1900 to the present, with special emphasis on economic, political, and religious institutions. Topics include: the assassination of Franz Ferdinand; the "Catastrophe"; guerrilla insurgencies; Cold War alliances; the Cypriot question; and Kosovo independence.
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 nation-state in the 20th century.
Credit 3 units. UColl: HEA, HSM, NW

U16 Hist 3101 History of American Journalism
Same as U48 Comm 3101
Credit 3 units.

U16 Hist 3132 Apocalyptic Movements in Judaism, Christianity, and Islam
A general survey of the recurrent theme of "the end of history" in the three main monotheistic traditions. The course provides a review of the most important apocalyptic currents in the three great religions, starting with the Jewish Book of Daniel and ending with the modern prophecies about the imminent end of time, still prevalent among present-day Jews, Christians and Muslims. Selected apocalyptic texts and secondary historical sources will be used to help understand the appeal of apocalyptic movements in specific sovial-historical settings and the common features which make them part of a recurrent historical phenomenon.
Credit 3 units.

U16 Hist 3141 Africa to 1800: Environment, Society, and State Formation
This course examines Africa in the precolonial period with a view to understanding the composition of African life and society prior to the formal colonization of the continent by Europeans. Focusing on the role of the environment and trade, it looks at how societies around the continent formed and interacted. Working from the premise that Africa was never a continent separate and distinct from the rest of the world, the course presents the history of the continent in the larger context of a world system in which the Atlantic and Indian Oceans, the Mediterranean and Red Seas served as transportation networks for the circulation of goods and people.
Credit 3 units.

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 BU: IS UColl: NW

U16 Hist 3143 African American History I Through 1877
This course surveys the first half of African-American history from ancient African civilizations through Reconstruction. It covers the slave trade and the Middle Passage; life in northern, middle and southern colonies during the 17th and 18th centuries; African-American experiences during the Revolutionary era; African American's contributions to the creation of a new republic; the "peculiar institution" of slavery; the abolitionist movement; sectional conflicts in the antebellum period; the Civil War and Reconstruction.
Credit 3 units.

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 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 3161 Chinese Civilization to 1911
China is the next frontier for U.S. business and is probably the single most powerful nation in the world, militarily, aside from America itself. The unique continuity of Chinese culture over thousands of years and its historically strong link to Chinese politics and power enables this course to lay a foundation of understanding China by tracing traditional Chinese thought, literature, and art from its beginnings in Shang bronzes and the Yijing to the "surrealism" of the eccentrics and the New Text School at the end of the imperial period.
Credit 3 units.

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

U16 Hist 3166 An Introduction to the History and Culture of China and Japan
This course surveys the major historical developments from ancient to modern times in the countries of China and Japan. Themes and continuities developed in dynastic or shogunate periods that have carried over into modern times will be emphasized. Students will also explore the art, literature, and philosophy of these two nations through visual presentations and extensive reading in their classic literature.
Credit 3 units.

U16 Hist 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.
Credit 3 units. UColl: HEA, HSM, HSP, NW

U16 Hist 3221 Latin America in the 20th and 21st Centuries
Credit 3 units. BU: IS

U16 Hist 325 Byzantine Empire
Survey of Byzantine history from the deposition of Maurice to the fall of Constantinople. Special emphasis on Slavic migrations and settlements in the Balkans. Additional topics include urban continuity-discontinuity, iconoclasm, rise of Islam, and the Crusades.
Credit 3 units.

U16 Hist 3255 Religious Minorities of South Asia
Same as U66 RelSt 3255
Credit 3 units.

U16 Hist 3256 The History of the Indian Subcontinent: Colonization to the Present
This course surveys the history of the Indian subcontinent from 1600 to the present. Topics will include: the rise of British colonialism; anti-colonial movements; the birth of Indian nationalism; Gandhi; Hindu-Muslim relations; independence and the partition of India and Pakistan; the evolution of present-day political systems; the movement for Bangladesh; Bollywood; urbanization; and the Kashmir conflict. Particular emphasis will be placed on the role of identity in the historical processes that shaped the region.
Credit 3 units. UColl: HEA, HSM

U16 Hist 327 Topics in History of Developing Areas: Latin American Civilization
A general survey of Latin American history from the European arrival in the Americas to the present. The course will analyze the historical development of Latin American societies and will cover such topics as: race-class relations; revolutions; inter-American relations; and the challenges of globalization.
Credit 3 units.

U16 Hist 3274 Weimar Germany: Economics, Politics, Culture
Credit 3 units.

U16 Hist 328 Topics in History of Developing Areas
Credit 3 units.

U16 Hist 329 Topics in South Asian History: India, from Empire to Democracy: 1500 to the Present
A study of cultural, social, economic, and political change in South Asia, from early Mughal rule in the 16th century to the challenges that today face the world's largest democracy. Major events and personalities will be placed in the context of current historical debate and closely examined from multiple vantage points. Stress will be placed on diverse forms of cultural interaction through time, the legacy of the colonial era, and the means by which values and structures have been modified to meet expectations engendered by economic and political change. Women's roles will be recognized and voices from India's villages will join those at the highest levels of national dialogue.
Credit 3 units.

U16 Hist 3301 Gender, Sexuality and the Atlantic World
"Gender" is a complex term, informed by social and cultural 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 3308 Pirates, Princes, Popes: The Medici and Florence's Forgotten Centuries
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 line 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 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.
Credit 3 units.

U16 Hist 3312 From Magna Graecia to the Mafia: History and Culture of Southern Italy
This course is about the rich history and culture of Southern Italy also called Il Mezzogiorno or Il Meridione. We will begin by discussing differences between the concepts of "South" and "North" in Italy and beyond. We will examine the foundation of civilization by studying Magna Graecia (Ancient Greater Greece) and Roman culture (through Vesuvius, Pompeii, Herculaneum). We will study the world of Federico II "il Barbarossa," the infamous Medieval queens of Naples, and the magnanimous Renaissance King Alfonso of Aragon. We will examine life in the South under Spanish and Bourbon rule and at the time of Italian Unification. The second half of the course will concentrate on a more contemporary South and the "Southern Question" through analysis of cultural and literary texts, film exerpts and video clips. We will conclude with the consequences of a distant Roman government and powerful substitutes for it (i.e., various types of mafia including the role of women in such activities). 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 3320 Explosion on Contact: Combustible Politics of Medical Science in America from Colonial Times-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 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 also will look at the political consequences of controversial medico-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.

U16 Hist 3321 The American Jewish Experience Within the Context of U.S. History, 1654-2009
This course traces the emergence of Judaism as it grew to become one of the three major religions in the United States, beginning with 23 original settlers' accidental arrival in 1654 in Dutch New Amsterdam (New York). Topics covered include: The Jews; slaves and the slave trade; obstacles to equality and missionary activity; Jewish participation in major American wars and events and their impact on all or portions of the Jewish community in the United States and the Confederacy (1861-1865); the established Jewish German-speaking community vs. the Jewish Russian & southeastern European immigrants to the United States; immigration restriction in 1924; the Holocaust; the State of Israel; Jewish support for the Civil Rights Movement; Black Jewish relations; and Anti-Semitism.
Credit 3 units.

U16 Hist 3322 American Jewish History, 1654-1865
This course will cover early American Jewish history. It will seek to grapple with the underlying factors that drove Jewish immigration to the U.S. from different parts of Europe and beyond. The course will also seek to understand the cultural, demographic, economic, and political dimensions and the broad context that defined the American Jewish experience during this period.
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 336 Age of Discovery or Conquest? America Before Jamestown
Credit 3 units.

U16 Hist 340 Crisis and Creativity: European Intellectual History, 1890-1930
Through an examination of social and political theory, as well as literature and art, this course will explore the related crises of reason, selfhood and society experienced in the period of European modernism. Topics include: critiques of liberalism, democracy and reformulations of socialism; thematic and formal experimentation in the novel, drama, art and music; Freud and the exploration of the unconscious; and the fragmentation signaled in intellectual and cultural responses to the First World War.
Credit 3 units.

U16 Hist 345 Popularizing History: The Holocaust and Memory
Same as U94 JINE 345
Credit 3 units.

U16 Hist 3460 European Revolutions, 1789-1989
From the French Revolution in the late 18th century through the events in Eastern Europe in 1989, the history of modern Europe has been decisively shaped and arguably defined by revolutionary ideologies and actions. This course examines the ideas and practices of revolution by examining these and other significant revolutionary movements in Europe since 1789, including nationalistic and democratic revolutions of 1848 and the 1917 Russian Revolution that brought Soviet communism to power. Through a combination of lectures and primary and secondary readings, we will study each of these historical moments to understand the origins and consequences of these revolutionary events on politics, economy, society, and culture. We will also compare revolutionary movements and attempt to develop a working definition and broad understanding of "revolution" as a concept.
Credit 3 units.

U16 Hist 3461 Europe in a Dark Age, 1918-1940
An intensive survey of European history from the end of World War I to the Fall of France in 1940. This course will cover the political and diplomatic developments, but will also consider the cultural, economic and social conditions. The evolving traumas of this unhappy two decades will be the central theme, connecting events and moods in different countries and among different classes, but the less baleful situations will not be overlooked.
Credit 3 units.

U16 Hist 347 Europe in the Age of Liberalism and Nationalism
Credit 3 units.

U16 Hist 3471 The Balkans in Transition: Macedonia in Crisis
This course will examine the origins of political turmoil in the Former Yugoslav Republic of Macedonia (FYROM), with special reference to the wars of Yugoslav secession. Additional focus is on ties between the Kosovo Liberation Army and Osama bin Laden. Topics include broader issues such as Islamic Fundamentalism, Caspian Sea oil, trans-Balkan pipelines, the Clinton Doctrine, KLA insurgency in Greece, the Hague Tribunal for the Former Yugoslavia, Voislav Kostunica, and Western Reportage.
Credit 3 units.

U16 Hist 3472 Religious Violence in Western Europe, 1000-1700
This course examines religious violence in Europe from 1000 to 1700. Despite popular images of the premodern period, religious violence was the exception, rather than the rule. Students will focus on violence between Christians, heretics, Jews and Muslims during the medieval period, and among Christian groups following the Reformation. We will also examine violence on a smaller scale through an examination of the witch-craze.
Credit variable, maximum 4 units.

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 349 Europe in the 20th Century
Examination of the development of Europe, including the impact of the World Wars, the Russian Revolution, Fascism, 3rd economic recovery and the development of the European Community after 1945.
Credit 3 units.

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 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.
Credit 3 units. UColl: HSM, HTR

U16 Hist 3500 The St. Louis Mind
This course is intended to be an overview of the life of the mind in St. Louis from its founding to the present. The goal of the course is to examine key ideas and thinkers that have shaped St. Louis life and culture.
Credit 3 units.

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 351 England under the Tudors
The late medieval collapse of order and the Tudor reaction, with the assertion of a strong personal monarchy. The nature of protest and its limitations; the Crown's consolidation of its authority; and the impact of the Reformation and the rise of Puritanism.

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 3511 Religion, Race and the Culture Wars
This course traces the relationship between American religion and politics from the Cold War through the Civil Rights Movement and up to the present. We will explore how faith has driven diverse, often conflicting forms of political engagement. We will devote particular attention to civil rights activism (and opposition) in the 1950s and 1960s and to the growing prominence of evangelical Christianity since the 1970s. The course will allow students to critique interpretations of the place of religion in American life, exploring links (as well as differences) between the recent past and present headlines.
Credit 3 units.

U16 Hist 3512 Tudor-Stuart Britain, 1485-1688
This course will consider the development of a distinctly British state from the reign of Henry VII to the Glorious Revolution of 1688. The role which religious change (the Reformation and Protestant nonconformity), two political revolutions, and the beginnings of the "commercial revolution" played in this process will be examined. Through extensive use of contemporary readings, the course will also address the social and cultural changes that both influenced and reflected these wider political and religious transformations.
Credit 3 units.

U16 Hist 3513 Social History of Modern Britain in Literature
Credit 3 units.

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 352 Ireland and England Since 1800
This course will explore the relationship between Ireland and England during the course of the Union between the two nations, 1801-1923. It will consider a variety of political, economic and social factors which shaped both nations and how the "Irish Question" was perceived on both sides of the Irish Sea.
Credit 3 units.

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 3526 Science and Society
Science, considered as a body of knowledge and as a social fact, has profoundly shaped our society and culture. This course examines the nature of how issues of science-related risk have been tackled in the U.S. over time, especially in the area of hazards to environment and health. We take as our point of

entry some contemporary scientific issues with far-reaching implications, both for the public welfare and for more specific constituencies or interest groups.
Credit 3 units.

U16 Hist 3527 United States History of Medicine
This course offers an overview of the history of medicine in the United States from contact to the present. We will not only look at the science of the disease, but the social and cultural impact of the experience for individuals, social groups, and political institutions. Epidemics we will discuss include: cholera, smallpox, tuberculosis, swine flu, polio, and HIV/Aids, to name a few. We will also explore the professionalism of doctors; competition from other medical practioners; the development of the hospital; changes in public health; the evolution of health insurance; and the emergence of chronic diseases. We will pay particular attention to issues of race, class and gender.
Credit 3 units.

U16 Hist 3528 America Meets the Atom: U.S. Nuclear History, 1895-Present
We will take a holistic view of America's evolving acquaintance with the atom, examining cultural, economic, political, scientific, and environmental facets of nuclear development since 1895, including public and official responses to related problems. The course will place nuclear technology in both national and international context, considering its relation to U.S. foreign relations and national security concerns, as well as domestic circumstances.
Credit 3 units.

U16 Hist 354 Victorian Britain
A survey of British history from the 1830s to the modern period, with an emphasis on society and politics.
Credit 3 units.

U16 Hist 3540 Reconsidering the Victorians
While the label "Victorian" often conjures up images of decorum, prudery, and restraint, the 63-year reign of Britain's Queen Victoria has also been characterized as an age of progress, empire, and confidence — even arrogance. Through a selection of primary sources and secondary scholarship, this seminar will explore (and challenge) many of the attitudes, ideals and values associated with Victorian Britain. In the process, we will examine themes of reform, modernization, and periodization, and develop provisional definitions of what it meant (and means) to be "Victorian." 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 3541 Crime, Misery and Vice: The Victorian Underworld
In this seminar, students will read a selection of late-Victorian novels, plays and novellas. Through a combination of class discussion, written assignments, and other projects, students will explore in their original contexts the social, cultural, economic and political themes of works such as: *The Moonstone*; *The Return of Sherlock Holmes*; *Dr. Jekyll and Mr. Hyde*; *The Time Machine*; and *Dracula*. In the process, students will explore (and challenge) many of the attitudes, ideals and values associated with the era, and develop provisional definitions of what it meant (and means) to be "Victorian." 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 3542 Crime and Punishment in England, 1500-1800
In this course, we will study the history and cultural role of crime and punishment in early- modern England. We will examine attitudes to crime and criminality; we will also explore the relationships between laws and the people who made, broke, enforced, or selectively ignored them. The smaller size of a summer class allows for vibrant discussion, and our meetings will be built around conversation, intensive engagement with primary and secondary sources, and ongoing small-group projects that are fueled by the digital humanities. After the first two days of introduction to the topic and historical context, the course will follow a pattern that alternates assignments of academic articles or book chapters with in-class discussion of primary sources such as pamphlets, ballads, prison sermons, trial records, and illustrations. Written assessments each Friday will be followed by films; from Arden of Faversham to Moll Cutpurse, crimes and criminals had a fierce hold on the imagination of early modern authors and audiences alike, and print and theatrical culture influenced both criminal and legal practice. Through analysis and discussion of these and other primary sources, we will gain insight into the social relations, gender dynamics, power structures, religious tensions, and political dealings of early-modern England.
Credit 3 units.

U16 Hist 355 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 3562 20th-Century Russian History
A survey of Russian history from 1900 to the present. The course emphasizes the Russian Revolutions at the beginning and end of the century, Stalinism, de-Stalinization, and post-communist society. Much attention will be given to the assumptions and conclusions of schools of historical analysis, Marxist, totalitarian, Kremlinologist, and revisionist.
Credit 3 units.

U16 Hist 3564 Forbidden Sexual Practices in Medieval Europe
During the middle ages, sexuality was seen as a force of evil that constantly threatened human salvation and called for severe acts of penance. Although many assume that the sexual was not much spoken of in a culture so dominated by religion, different legal, medical, political, and literary discourses not only discussed sex, but they showed particular interest in illicit sexual relations and transgressions. This course focuses on some of these discussions and particularly their treatment of the so called "unmentionable sins": incest, sodomy, prostitution, homosexual love, adultery, and sexual abuse. By examining a variety of literary, historical, and scientific texts, the course will explore the construction of certain forbidden sexual identities, attitudes, and practices during the medieval period, and show how "unnatural sex" became a preferred tool in the propoganda of religious ideals.
Credit 3 units.

U16 Hist 3570 The Rise of the Atlantic World, 1492-1830
Columbus's voyage to the Americas inaugurated the rise of the Atlantic World, characterized by an unprecedented exchange of peoples, plants, and pathogens. Thus, the Atlantic Ocean after 1492 should not be seen as a barrier, but instead as a vibrant frontier of cultural and economic exchange which shaped the histories of five continents: Europe, Africa, North and South America, and Asia.
Credit 3 units.

U16 Hist 358 The British Empire, 1783-Present
Credit 3 units.

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 3601 The Dissolution of Yugoslavia: 1945-2001
Credit 3 units.

U16 Hist 3609 Italian Style: A History of Italian Fashion and Design
The intention of this course is to gain an introductory knowledge of and appreciation for the stunning material culture produced in Italy in the form of fashion and design. Students will explore early Italian fashion, sumptuary legislation, and an early modern Itallian costume manual. Students will also examine what is distinctive about Italian fashion through the ages and underline the unique contributions that stylists have contributed to the Italian and international fashion capital, Milan. 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 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

U16 Hist 3611 The Emergence of Modern Afghanistan
This course is an overview of major themes in 19th- and 20th-century Afghan history, including Islam, modernization, centralization, tribalism, invasion, social change, ethnicity, and resistance.
Credit 3 units.

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 consequences of globalization and industrialization. Fully online course. Only University College students may receive credit for fully online courses.
Credit 3 units. UColl: HSM, HTR

U16 Hist 3620 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 both political perspectives, along with their frequent intersections, from the New Deal through the postwar and Reagan eras and up to the present.
Credit 3 units. UColl: ACH, ACS, HSM, HUS

U16 Hist 3621 Colonial America to the Revolution
Credit 3 units.

U16 Hist 3631 The New American Metropolis
This course provides a multidisciplinary introduction to urban studies and more specifically, the modern American metropolitan region. We draw on elements of the humanities, social sciences, natural sciences, and visual arts to explore a range of topics, including the city in history, the city as an idea, design with nature, urban politics, urban economics, urban design, managing the city, urban neighborhoods, and the future of the city. We balance more conventional reading and written assignments with field research to provide a deeper, more comprehensive understanding of this most important American artifact, and to develop more critical perspectives on the challenges facing present and future communities.
Same as U89 AMCS 363
Credit 3 units.

U16 Hist 3632 Age of the Robber Barons
Perhaps no group of business leaders has captured the popular imagination to the extent of Gilded Age industrialists. They were the architects of a period of rapid and profound economic growth in the United States that created networks of transcontinental railroads, huge factories and urban centers, fundamental transformations in the lives of workers and consumers, and vast fortunes. Naturally, historians' interpretations of this group and age have varied widely — were they "captains of industry," as they liked to fashion themselves, or "robber barons"? This course will examine the rise of these industrial leaders and the age they helped create.
Credit 3 units.

U16 Hist 3633 Creating a National Memory, 1790-1840
In this course, we will analyze differences between history as the best evidence suggests it occurred and culturally constructed versions of the past. We will explore the forgotten, sometimes bizarre (in retrospect, often humorous) "bodily turn" in American memory culture from 1790 through 1840, when patriotic Americans collected historical artifacts, including bodily relics, of their country's dying Revolutionary war heroes. Topics include: African-American Revolutionary War veterans' memories; the popular science of memory in the early republic; influential theologies of memory; the pedagogy of memory; feminist linkage of politics to memory; and traveling "freak shows." 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 364 American Social Reform, 1820-1920
This course has two primary goals — to survey a variety of reform efforts from 1820 through 1920 and to use these as a lens through which to examine changes in American culture and social thought during this period. We will explore such movements as the Second Great Awakening, abolitionism, women's suffrage, institutional reforms, Progressivism, Populism, feminism, racial reforms (including African Americans, Native Americans and immigrants), and prohibition. Throughout the course we will consider the roles of gender and of local, state, and federal governments in reform. Furthermore, the course will address how the development of social science affected social thought.
Credit 3 units.

U16 Hist 3640 America Between the Wars
This course will examine the United States during the decades between World War I and World War II. In the years between 1919 and 1945, Americans experienced significant economic, political, and cultural change. The great wealth and excess of the Roaring '20s came to an abrupt halt with the stock market crash and the deprivation of the Great Depression. The government's restorative efforts in the '30s and America's entry into World War II led to the emergence of the U.S. as a superpower in 1945. The '20s and '30s defined the generations that lived through them and forged a modern national identity. Students will gain a better understanding of how the country was changed and modernized by these two decades.
Credit 3 units.

U16 Hist 3641 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. UColl: HSM

U16 Hist 3642 World War I: 1908-1923
This course will examine one of the great tragedies of recorded human history, for the First World War was a global affair not confined to European battlefields alone. It will begin with the annexation crisis of 1908 and conclude with the Treaty of Lausanne in 1923. In addition, there will be an epilogue on the origins of World War II. By 1923, no less than four of Europe's great empires had gone the way of all flesh, and revolutionary fervor was in the air from Bavaria to Siberia. A new political order rose on the ashes of the old, an order that planted the seeds for the next epic struggle that began in September of 1939. Recent scholarship has brought to light many fascinating details about WWI that necessitate a rewriting of accepted orthodoxy. This course will seek to stimulate fresh discussion by examining some of that source material up close.
Credit 3 units.

U16 Hist 3643 Science and Society
Science, considered as a body of knowledge and as a social fact, has profoundly shaped our society and culture. This course examines the nature of how issues of science-related risk have been tackled in the U.S. over time, especially in the area of hazards to enviroment and health. We take as our point of entry some contemporary scientific issues with far-reaching implications, both for the public welfare and for more specific constituencies or interest groups.
Credit 3 units.

U16 Hist 3644 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. UColl: HSM, HTR

U16 Hist 3645 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. UColl: HSM, HUS

U16 Hist 3647 Merchant Empires From 1450-1750
In the early modern period, European merchants sailed across the globe in search of exotic goods. What began as trading voyages soon became the colonization, and sometimes conquest, of distant lands. This course will trace the development of early European overseas empires from their commerical roots. Students will compare Portuguese, Spanish, Dutch, and English approaches to trade and empire in Asia, Africa, and the New World. Topics will include piracy, slavery, and corporate power.
Credit 3 units.

U16 Hist 3651 The British Empire in India and Africa
Credit 3 units.

U16 Hist 3652 Women in Victorian Britain
Credit 3 units.

U16 Hist 3659 The History of Food in America
Why do we eat what we eat? And what does it tell us about the American historical experience? Through an examination of food — its preparation, economics, social implications and changes over time — we can gain a greater understanding of the American historical experience. This course will use historical foodways as a vehicle to gain a greater understanding of the impact of industrialization and transportation, gender, race and emerging national identity in the United States. The primary focus will be on the 19th and 20th centuries, combining readings, demonstration and discussions in a seminar-format class.
Credit 3 units.

U16 Hist 3660 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. UColl: HSM, HUS

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 medico-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 3662 The Politics of Transportation in America, 1790-Present
Hope in the early United States that canals and railroads would "conquer space," bringing Americans together as one, proved ironic when these technologies were used to fight a continentwide Civil War. This course explores how throughout American history, new transportation habits, methods, regulations, and infrastructure affected politics and society in unforeseen ways. Topics include: railroads and the creation of modern sensibilities about time; the automobile and changing courtship mores; federal use of the interstate commerce clause to regulate contraceptive products; race and gender in early American avionics; creation of the Ellis Island immigrant processing station; the military justification for the Interstate Highway System; "freedom rides" and the Civil Rights movement; newly declassified revelations about the 1960s "space race," and the politics of gasoline production and consumption.
Credit 3 units. UColl: OLI

U16 Hist 3663 Panics, Recessions, and Depressions in America, 1789-Present
Credit 3 units.

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 contemporaneous 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 "openess" and "privacy" become key American values? Have then-secret happenings and decisions shaped American history as much as contemporaneous overt choices and occurrences? How have changes in the repertoire of secrets that Americans keep from, and suspect about, each other shaped and revealed contemporaneous 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 3667 The Politics of Eating in America, Colonial Times to Present
From the "starving time" in colonial Jamestown to today's "Fast Food Nation," food has been a subject and scene of fierce social and political contestation. This course explores the myriad, surprising ways, that Americans across the centuries have used food to mark class, gender, style, region, patriotism, dissent, politics, and personality. Topics include the Boston Tea Party, tavern culture and the American Revolution, 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, "Americanization" of once "foreign" foods, cooking as a gendered activity, military use of prepared food in World War II and in American homes after the war, and histories and politics of vegetarianism, of concepts of nutrition, of smoking, of obesity, dieting and eating disorders. This course is fully online. Only University College students may receive credit for fully online courses.
Credit 3 units.

U16 Hist 3668 The Politics of Natural Disasters in America from Colonial Times to the Present
From a series of back-to-back 1775 hurricanes and other meteorological happenings that contestants in the American Revolution interpreted as divine interventions in — and commentary about — the political and military storms of their era, to the New Madrid earthquakes of the early 19th century, "Dust Bowl" conditions in the 1930s and the physical and cultural devastation wrought by Hurricane Katrina early in this decade, natural disasters have provoked intense social and political reactions in the United States. This course explores historically how such events have made pressing provocative questions about the relief role of government in a democracy, how human beings interact with and alter their natural environments, whether natural disasters are ultimately to be understood meteorologically or as "acts of God." This course is fully online. Only University College students may receive credit for fully online courses.
Credit 3 units.

U16 Hist 3669 The Making of Modern Europe, 1945 to the Present
This course examines the history of Europe from the end of World War II to the present day. Topics include: the place of Europe in the Cold War; the divergent paths and experiences of Western and Eastern Europe; the emergence of the European Union from economic and political treaties and arrangements; the 1968 student uprisings throughout Europe; the "revolutions" of 1989 throughout Eastern Europe; the collapse of the Soviet Union and reunification of Germany; the Balkan Wars of the 1990s and current social problems related to minority ethnic and religious groups living the places such as Britain, France, and Germany.
Credit 3 units.

U16 Hist 367 Modern America: 1877-1929
Concentrates on the period between the labor turmoil of 1877 and the economic collapse of 1929. Emphasis on rising industrialism and the ambivalent and varied American responses to it.
Credit 3 units.

U16 Hist 3670 The Conservative Movement in America
Over the last several decades, the conservative movement has grown into an influential force in American society. How did this come about? What do we now mean by "conservatism," and how does this differ from the conservatism of 50 years ago? This class traces the evolution of the many forms of American conservatism from the 1930s to the present, looking at political thought, grassroots activism, and electoral politics.
Credit 3 units.

U16 Hist 3671 Liberals, Conservatives, and American Presidents - from Roosevelt to Reagan to Obama
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 3672 The Native American Experience
This course will examine the histories of North America's native peoples from the period of contact through the 19th century. We will begin by reconstructing the great diversity of cultural practices and political orientations in Native America during the era of European colonization, and will move on to discover how various Indian peoples responded to the coming of the Europeans. We will use examples from around North America, seeking whenever possible to construct the past on Indian terms, using sources created by the natives themselves. Students will come away from the course with a thorough overview of the Indian experience in early America, as well as a better sense of how the interaction of cultures shaped American nationhood.
Credit 3 units.

U16 Hist 3677 The History of Natural Disasters in America from Colonial Times to the Present
Natural disasters have provoked intense social and political reactions in the United States. This course explores how such happenings have raised questions about the relief role of government, human interaction with natural environments, and the natural or divine source of these disasters. In exploring these questions, we will take a look at a number of natural disasters in American history: back-to-back 1775 hurricanes that were interpreted as divine interventions; the New Madrid earthquakes of the early-19th century; the 1889 Johnstown flood; the 1895 Charleston earthquake; the Galveston Hurricane of 1900; "Dust Bowl" conditions in the 1930s; and the recent Hurricane Katrina. This course is fully online. Only University College students may receive credit for fully online courses.
Credit 3 units.

U16 Hist 3678 Colonial America: Representation and Reality
This course explores the history of continental North America from the time of European exploration until the 1776 Rebellion of the future United States. Students will read and analyze a variety of lesser-known primary sources that challenge traditional histories of this era. Relatedly, students will learn to separate historical opinions from their complex contexts and to identify how the narratives we often take for granted became standard. In the process, students will also take a detailed look at the complex roles played by race, gender, religion, cultural contact, economic development, and politics in early America.
Credit 3 units.

U16 Hist 3680 American Environmental History
This course examines United States environmental history and the relationship between American culture and the natural world. We explore how people have shaped and thought about the environment, and how they have both protected and polluted it. As we consider how the natural world has influenced American history, society, and policy, we study topics such as the emergence of ecological consciousness, the development of the environmental movement, the impact of industrialization and urban growth, and the birth of environmental justice.
Credit 3 units.

U16 Hist 3688 A History of the Death Penalty in American Society
To examine the evolution of capital punishment in American Society from colonial times to the present day. Special focus will be paid to the following areas: (1) the evolving philosophical justifications for the death penalty and how these evolving philosophical roots were reflected in actual practice; (2) societal factors that created variances in capital punishment from region to region; (3) the role of race in the evolution of the death penalty; (4) the evolution of the opposition movement; and (5) the evolution of constitutional attacks upon capital punishment itself.
Credit 3 units.

U16 Hist 369 American Urban History: Colonial Times to World War I
The location and development of cities from colonial times to World War I. Topics include colonial urban settlements, the influence of towns in the Revolution and establishment of the new nation, the role of cities in the development of West, urban industrialization, the impact of immigration and internal migration, urban governmental patters, corruption of reform movements, planning and beautification movements, the development of utilities and transportation systems, the growth of suburbs, and urban culture.
Credit 3 units.

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 3691 Greed, Injustice, and the Desire for More in the Ancient Mediterranean
Same as U02 Classics 369
Credit 3 units.

U16 Hist 3692 Great Books that Changed American History
Literature has history. Literature reflects history. But literature also makes history, and it is to the role of published texts in affecting the flow of U.S. history that this course is dedicated. We will read and historicize a wide selection of canonical works from 1776 through the 1980s, and see how they reflected and affected the American Revolution, slavery and abolitionism, industrialization and its discontents, settling the West and the rise of conservatism. We will consider the question of causality in history, and how we understand the role of intellectuals, writers and reading publics in molding the worlds in which they live.
Credit 3 units.

U16 Hist 370 American Cities Since World War I
This course will examine dramatic changes and crises in U.S. cities since the First World War. Topics include the impact of the automobile and highways on urban areas, effects of the Great Depression and World War II, radical innovations in

industrial production and consumer culture, federal involvement in municipal government, competing urban renewal strategies, 20th-century ethnic and racial changes, growing suburban predominance in many metropolitan areas, and the development of contemporary urban economy and culture.
Credit 3 units.

U16 Hist 3700 The History of the Modern Civil Rights Movement in the United States: 1950-1970
This course examines the emergence, development, and results of the modern Civil Rights Movement, as well as its continuing legacy for contemporary ideas about race, ethnicity, and national origin.
Credit 3 units.

U16 Hist 3702 The Rear View: Automobility in American Culture
This course treats the automobile as a technological invention that has transformed American landscape, industry, and culture. Using maps, films, archival sources, literature, and cultural criticism, we will trace the impact of automobility on 20th-century America by exploring a wide range of topics.
Credit 3 units.

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 influencing popular understandings of Project Apollo; the Soviet Union's efforts to get to the moon first; and why the United States has not returned to the moon since Apollo. This course is fully online. Only University College students may receive credit for fully online courses.
Credit 3 units. UColl: ACH, HSM, HUS

U16 Hist 371 The History of the British Isles
This course examines the history of the British Isles from earliest times to the present-centuries in which Britain was repeatedly conquered, and conquered others. The course traces the political, social, and cultural developments of islands, and places that history in wider European, Atlantic, and even world contexts.
Credit 3 units.

U16 Hist 3710 Environment and Health in the U.S. — A History of Controversies
Do dirty hands really make you sick? Could your local swimming pool kill you? What does the atom really mean to you, to your health, and to your security? Popular answers to all of these questions have changed over time, but nevertheless, they have emerged at the intersection of scientific expertise and public understanding. This course explores the social, cultural, and political contextualization of scientific knowledge in the United States, focusing on two pivotal issues: the environmental origins of disease and the rise of nuclear technologies. We will explore key developments in both areas while taking a close look at some potent controversies: germ theory; industrial health and safety; toxic chemicals and asbestos; nuclear power, fallout, and the radioactive workplace.
Credit 3 units.

U16 Hist 373 History of U.S. Foreign Relations to 1914
The development of the United States from colony to hemispheric empire and to the threshold of world power. Investigation of historical traditions with particular attention to domestic influences.
Credit 3 units.

U16 Hist 3740 U.S. Women's History
This is a survey course of the history of women in America from the colonial era to the present. Students will analyze the political, social and economic factors that influenced women's experiences and their role in shaping the development of our nation. We will look at the impact that race, class and region had on different groups of women over time. Topics include: the witchcraft craze; the suffrage movement; the impact of industrialization; women's roles during wartime; the impact of the media and commercialization; and the role of women in the Civil Rights Movement and its impact on the feminist movement.
Credit 3 units.

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: HSM, HUS

U16 Hist 375 Topics in Women's History
Credit 3 units.

U16 Hist 3751 Topics in Women's History
A comparative survey of United States and British women's history from the 19th century to the present, focusing on suffrage, work, legal advances, family, sexuality, and citizenship. Extensive primary source readings with an emphasis on discussion
Credit 3 units.

U16 Hist 3755 Topics in Women's History: U.S. Women's History from 1869 to the Present
This course examines women's social, political, cultural and economic status in the United States since 1869. In this class, we pay special attention to the changing ideological foundation for women's roles. We investigate how the social and economic transformations that accompanied industrialization and urbanization influenced women's lives and look closely at the effects of race, class, ethnicity, and region on women's

experiences. We explore how women used their defined roles to create positions of influence in American society and thereby overcame constraints they faced in achieving social and political equity. This class utilizes race and class as critical categories for understanding women's experiences while exploring the ways in which racial and economic boundaries limited notions of "sisterhood." Topics discussed include: women's domestic and family roles; political status and public activities; access to education; sexuality and reproductive history; and participation in the labor force.
Credit 3 units.

U16 Hist 376 Landmarks in the History of Christianity
Same as U66 RelSt 356
Credit 3 units.

U16 Hist 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.

U16 Hist 377 Ideologies in American Society: From the Colonial Period to Reconstruction
Credit 3 units.

U16 Hist 3770 Advertising and American Society, 1790-Present
Surprisingly "restless in the midst of abundance." Thus the French visitor Alexis de Tocqueville characterized Americans in the 1830s. This course explores how advertising and its antecedents helped to create and sustain this characteristic American angst. Topics include: early American runaway-slave advertisements and political propaganda; coded Victorian-era advertising; connections between religious revivalism and the professionalization of advertising in the 1920s; the history of efforts to use medical and psychological principles to make advertising irresistible; advertising and the creation of the "teenager" as a common concept; Lady Bird Johnson's crusade against excessive billboard advertising; controversies about tobacco and other "vice" advertising; and how race, class, gender ethnicity, sexuality, and aesthetics have, by turns, been reinforced, obscured, illuminated, exemplified, and transformed through advertising. 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 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.

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 379 Transforming Ideologies in American Life II: From Reconstruction to the Present
This course is an overview of the ideologies that transformed American life from Reconstruction to the present. Main topics include: Social Darwinism, pragmatism, the social gospel, progressivism, religious fundamentalism, liberalism, the civil rights movement, feminism, the new left, environmentalism, and new conservatism.
Credit 3 units.

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 381A History of Early Far Eastern Civilization
Credit 3 units.

U16 Hist 383 Studying Roots
Credit 3 units.

U16 Hist 384 Before Lewis and Clark: Upper Louisiana in Colonial Times
Credit 3 units.

U16 Hist 3842 The Age of Lewis and Clark
This course will place the Corps of Discovery and its aftermath into a series of broader historical perspectives by examining the expedition in different contexts. It will examine the political milieu, economic issues, international relations, and interactions with Native Americans so that students gain a greater understanding of not just the journey but its time period as well. The course will be a seminar-like format, encouraging discussion and examination of both primary and secondary sources. Students will be reading extensively from the Journals, of course, but also the writings of their contemporaries as well as the most current scholarship in this highly popular subject.
Credit 3 units.

U16 Hist 3849 A Comparative History of Socialism in the U.S. and Europe
In 1906, the German sociologist Werner Sambart published "Why is There no Socialism in America?", 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.

U16 Hist 385 The History of 20th-Century American Social Movements
This course will examine the history and impact of social movements in 20th-century America. Some of the movements and topics covered will be: the Progressive Era; Women's Suffrage; the rise of labor unions; Civil Rights; student protests of the 1960s; and environmentalism. In doing so, the course will consider how these movements were defined by particular leaders and reflected the identities of the participants, how and why the movements succeeded and failed, how opposition to these movements formed, how issues of race, gender, and class defined the movements, and finally, what changes occurred as a result.
Credit 3 units.

U16 Hist 3850 Modern European Women's History
This course explores the lives of European women from the 17th century to the present day. Throughout the course, we shall consider how women's history can change and complicate conventional understandings of patriarchy, modernity, and political and economic progress. Topics of the course include: the patriarchical household; changing patterns of family life; women's roles in the industrial revolution; and the rise of feminism.
Credit 3 units.

U16 Hist 3851 Topics in American History: The United States Since 1945
Credit 3 units.

U16 Hist 3854 Women, Work, and Economic Change in Early Modern Europe, 1500-1800
The early modern period (1500-1800) witnessed the birth of a consumer society, the rise of nascent capitalism, and the beginnings of the industrial revolution. Because women played crucial roles, of course, as consumers, but also as retailers and producers, an understanding of women's history is central to any account of the rise of the first modern economy. This was no pre-industrial "golden age" of women's work: patriarchal institutions and misogynistic prejudice severely constricted women's economic opportunities throughout the period. This course explores the lives of ordinary working women, and the ways in which those women found accommodation with or resisted patriarchal authority and economic change.
Credit 3 units.

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 antisemitism factor in 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 legitimize 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 historical literacy about the Holocaust and attempt to consider this seemingly unfathomable series of events as part of a broader investigation of history.
Credit 3 units. UColl: HEU, HSM

U16 Hist 3871 Medicine and Society in Early Modern Europe
A survey of social and intellectual developments in health care in Europe from the Black Death to the Enlightenment. Students will study popular and learned medicine, the role of magic in healing, and "modern" developments, such as the emergence of hospitals and the professionalization of medicine.
Credit 3 units.

U16 Hist 388 Society and Culture in Modern Britain, 1815-present
Credit 3 units.

U16 Hist 3880 The Russian Revolution
The "Ten Days that Shook the World" inaugurated the worldwide march of communism in the 20th century, which divided Russian, European, and American society from 1917 until the dissolution of the USSR in 1991. This reading and discussion course examines the causes, actors, and especially the major interpretations of the Russian Revolutions of 1905 and 1917 through readings and written exercises, including an analytical research paper.
Credit 3 units.

U16 Hist 3907 Philosophy of History
For the curious scholar, the historical enterprise raises a wide variety of important questions. Can we truly know the past? Is objectivity possible, or must we accept some sort of relativism? What does it mean to say that something "explains" an event, or "causes" it? Does history have a meaning or purpose? Should history aspire to be like science, or are its methods, goals, and subject matter entirely different? In this course, we will examine these and other philosophical questions concerning history by engaging with key texts from the major thinkers in the philosophy of history, from Vico to Hegel to Collingwood.
Credit 3 units.

U16 Hist 391 Film and History: The Holocaust
Film has been a testimony to the history of its time since the earliest days of cinema. The focus of this course will be to view films dealing with the Holocaust in order to examine what they tell us about the Holocaust as history, about popular attitudes concerning the Holocaust, about the context of the period in which the films were produced, and about the function of the cinema in its depiction of historical material. Selected films and required reading in appropriate texts relating to film and the Holocaust. A paper and oral presentation by students is expected.
Credit 3 units.

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 resurfacing 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 payed 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 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 417 Medieval Europe I
Credit 3 units.

U16 Hist 428A Topics in the History of Developing Areas
Credit 3 units.

U16 Hist 429 Genesis of Western Values
A discussion of representative classical, Jewish, and Christian values.
Credit 3 units.

U16 Hist 431 Christianity and Classical Culture 300-600
A Study of the intellectual synthesis of Christianity and Classical thought forming the basis of Western values, to the Council of Nicaea 325.
Credit 3 units.

U16 Hist 4310 A History of Freedom of Speech in the United States
Freedom of speech and the press are among the most esteemed and contested principles in American governance. Through a close study of some of the best historical scholarship on the topic, we will consider the evolution of free speech philosophy, law, and practice from the colonial years through the 20th century. We will focus predominately on the shifting boundaries of political speech and the press, and explore the impact and interplay of federal and state law; judges and legal culture; extralegal organizations and the public in setting those boundaries. We will examine several seminal legal cases and ponder the historical context and forces which contributed to high court legal opinions. We will reflect on whether there has been progress in free speech doctrine and practice, and what, if anything, Americans have contributed to a broader European philosophy and tradition of free speech.
Credit 3 units.

U16 Hist 4351 The Ancient Papacy
A historical study of the early papacy to 600 AD based largely on contemporary documentation. The rise of the papacy, its response to contemporary classical influence, its position in early experimentation in Church government, and its influence on the rise of "orthodoxy."
Credit 3 units.

U16 Hist 4400 Women in the History of Higher Education
Same as U08 Educ 440
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 4421 The British Empire, 1783 to the Present
Same as U16 Hist 358
Credit 3 units.

U16 Hist 444 European Intellectual History 1930-70

U16 Hist 4442 The Jewish Experience in Eastern Europe
An examination of Jewish culture, society, and politics in Central and Eastern Europe (the Czech lands, Hungary, Poland, Russia, and Romania) from the 16th through the 20th century. Among the topics we will cover are: economic, social, and political relations between Jews and non-Jews; varieties of Jewish religious culture; Russian and Habsburg imperial policies of control, integration, and repression; European nationalisms and Jewish identity; anti-semitism and popular violence; national and radical movements among Jews; the Jewish experience in war and revolution; and the transition from Soviet dominion to democracy.
Credit 3 units.

U16 Hist 448 History of Russia to the 18th Century
A study of two distinct civilizations: Kiev Rus and Muscovy.
Credit 3 units.

U16 Hist 4480 Russian Intellectual History
This seminar-style discussion and research course examines major currents in Russian intellectual life from the age of Peter the Great to the revolutions of 1905. Its primary focus is on Russians' preoccupation with themselves as part of European and Western Civilization. Authors include the Ukrainian humanists such as Peter the Great's house intellectual Prokopovich, the so-called Russian Enlightenment, romantic nationalists (Karamzin), Slavophiles and Westernizers (Chaadaev, Aksakov, and others), the literature of the Golden Age, nihilists, and the early Marxists.
Credit 3 units. BU: IS

U16 Hist 4481 History of Russia to the 18th Century
Same as History 448.
Credit 3 units.

U16 Hist 4490 Russian Intellectual History
This seminar-style discussion and research course examines major currents in Russian intellectual life from the age of Peter the Great to the revolutions of 1905. Its primary focus is on Russians' perception of themselves aspart of Western Civilization. Authors include: the Ukrainian humanists; the so-called Russian Enlightenment; romantic nationalists; Slavophiles and Westerizers; the literature of the Golden Age; nihilists; and the early Marxists. Students enrolling in the course should attempt to acquire a copy of (out of print) Marc Raeff, ed., *Russian Intellectual History: an Anthology*.
Credit 3 units.

U16 Hist 4562 Russian History in the 20th Century
Students wishing to take U16-3562 for graduate credit should register for this course, U16-4562. Additional class-time, writing, and research will be expected.
Credit 3 units.

U16 Hist 459 Topics in European History: East-Central Europe: 1918-2010
This course will examine the histories of Poland, Hungary, Czech, and Slovak republics from 1918 to 2010. It will make use of a broad range of primary source materials presented to students in the form of weekly vignettes that span the gamut of issues from politics, economics, environment, gender, and post-industrialization to the status of ethnic and religious minorities in these countries. The course will begin with an exploration of 19th-century intellectual currents that played a seminal role in shaping national consciousness in east-central Europe, a necessary precondition and first step toward eventual independence. It will then explore the tragically-flawed peace settlement at Versailles that gave birth to new nation-states on that continent, but in reckless fashion, thereby planting the seeds for the next war. Next, it will investigate the turbulent inter-war, world-war, and Cold-War years, during which the inhabitants of this region experienced appalling hardships. Finally, it will examine existing tensions in new Europe since 1989 and EU accession. Topics include: West Pan-Slav intellectual constructs, the Versailles system, the Nazi occupation, the Hungarian Revolution, Prague Spring, the Solidarity Movement, the Velvet Revolution, and the Lisbon Treaty.
Credit 3 units.

U16 Hist 460 Topics in European History
Credit 3 units.

U16 Hist 4690 A Transnational History of the '60s
This course examines the turbulent 1960s from a transnational perspective, drawing on American, German, French and British experiences. We will situate the decade within the emerging global order and the social and cultural transformations of the time, and trace the fateful influence of such processes as Third World decolonization struggles and the Cold War on such movements as the evolving American civil rights and European student protest movements, the birth of the New Left, second wave feminism, and the green and gay rights movements. We will explore the widening generation gap and follow the ensuing political unrest and experimentation in youth culture, music, art, psychedelic drugs and sexual freedom. Finally, we will consider the historic legacies of the '60s, including the fracturing of protest politics into a "movement of movements" and the revival of American conservatism.
Credit 3 units.

U16 Hist 476 Landmarks in the History of Christianity
Same as U66 RelSt 458
Credit 3 units.

U16 Hist 4771 Love, Sex and Marriage in Christian Tradition
Same as U66 RelSt 477
Credit 3 units.

U16 Hist 480 Europe Today
Political and economic developments in Europe since 1945, concentrating on such issues as the development of the welfare-state and the European Community. Includes consideration of European relations with the U.S., both with regard to the Cold War and distinct political and social systems.
Credit 3 units.

U16 Hist 4841 Before Lewis and Clark: Upper Louisiana in Colonial Times
(Graduate version of U16-384.)
Same as U16 Hist 384
Credit 3 units.

U16 Hist 4915 Diplomacy and War in Europe 1815-1914

U16 Hist 4931 British Imperial Policies 1750-1914

U16 Hist 4937 U.S. Foreign Relations from the Great War to the Cold War
Same as U85 IA 4122
Credit 3 units.

U16 Hist 4955 Development Strategies in Latin America Past and Present
Credit 3 units.

Industrial and Organizational Psychology

The **major 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.

Phone:	314-935-7650
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. 102). Requirements specific to this major include:

Required Core Courses in Psychology (15 units):

Psych 100	Introduction to Psychology	3
Psych 300	Introductory Psychological Statistics	3
Psych 404	Psychological Tests and Measurements	3
Psych 315	Introduction to Social Psychology	3
or Psych 353	Psychology of Personality	
Psych 359	Cognitive Psychology	3
or Psych 365	Learning and Memory	
Total units		15

Required I/O Courses (15 units):

Psych 214	Introduction to Industrial and Organizational Psychology	3
Psych 314	Industrial and Organizational Psychology	3
Psych 414	Current Issues in Human Resources Management	3
Psych 468	Applied Psychology of Learning: Training in Industry	3
Psych 480	Introduction to Group Dynamics	3
Total units		15

Business-Related Courses (12 units from the following list; others by permission):

U07 403	Managerial Economics	3
EComp 331	Technical Writing	3
Comm 262	Integrated Strategic Communications	3
Bus 263	Financial and Managerial Accounting	3
Bus 270	Marketing Concepts	3
Comm 350	Principles of Public Relations: Theory and Practice in a Digital Age	3

The Minor in Industrial and Organizational Psychology

Required Courses

Psych 100	Introduction to Psychology	3
Psych 214	Introduction to Industrial and Organizational Psychology	3
Psych 300	Introductory Psychological Statistics	3
Psych 315	Introduction to Social Psychology	3
or Psych 353	Psychology of Personality	
or Psych 404	Psychological Tests and Measurements	
or Psych 468	Applied Psychology of Learning: Training in Industry	
6 units of authorized Psychology or Business courses, of which at least one must be an upper-level (300-400) course		6
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

Visit https://courses.wustl.edu to view semester offerings for U09 Psych (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U09&crslvl=1:4).

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 207 Introduction to Aging
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 250 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 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 3011 Experimental Psychology
Psych 3011 is limited to students who have not taken Psych 300 and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 must also register for Psych 300. Psych 3011 fulfills the Psych 301 requirement for the major. Topics in the two courses (i.e., Psych 300 and Psych 3011) will be coordinated in order to integrate the concepts from Statistics with those from Experimental Psychology. Experimental Psychology 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. Lectures focus on general principles of experimentation while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of his or her own design under supervision of a faculty member. Enrollment limited to 15 students. Prerequisites: Psych 100B and concurrent enrollment in Psych 300.
Same as L33 Psych 3011
Credit 4 units. A&S: NS A&S IQ: NSM BU: BA

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 307 Aging in Cultural Context
This course will explore cultural diversity in later life, the experience and meaning of growing older within various cultural contexts both within the United States and in other countries. We will examine the impact of culture on a number of areas including: longevity and the demography of global aging; conceptualizations of the life course and late life; processes of human development as reflected in life histories of persons from diverse cultures; variations in self-concept in late life; attitudes toward older adults and definitions of "successful aging"; health beliefs and perceptions of health and frailty; social roles, status, and power in old age; family and intergenerational relationships; gender differences; self-care strategies and health care systems; living arrangements and care of the elderly; quality of life (and its measurement) in late adulthood; immigration and the aged; perceptions and treatment of late life cognitive decline; personality changes in late life; and end-of-life issues. Prerequisite: U09-100.
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 312 Sport Psychology
Overview of theoretical and applied principles of sport and exercise psychology. Special emphasis on psychological factors that affect sport performance, including personality, motivation, attention, anxiety, self-regulation of arousal, group dynamics, leaderships, causal attributions, and performance enhancement. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 313 Human Behavior in Extreme Situations
This course will familiarize students with psychological theory and research that attempts to answer the question: What are the protective factors that help people who find themselves in an extreme situation respond constructively to the stress they must cope with? Extreme situations are characterized by conditions that force individuals and groups to adapt themselves involuntarily, entirely and with the greatest of speed. Readings are drawn from two sources: literature that describes extreme situations and human response to the trauma they cause (e.g., prisoner behavior in Nazi concentration camps, brainwashing of American soldiers during the Korean War, and the response to a natural disaster and an airliner crash); and research on potentially protective psychological variables such as coping and resilience. Prerequisite: 6 units of course work in Psychology. Cannot count toward the requirements for the psychological and brain sciences major or minor for day students.
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 317 Psychology of War, Terrorism, and Peace
This course will promote understanding and critical thinking on war, terrorism, and peace from a psychosocial perspective. Intrapersonal, interpersonal and sociocultural sources of geopolitical conflict will be examined in both historical and contemporary contexts. Emphasis will be placed on understanding the psychosocial dimensions involved in a multidisciplined approach for the integration of political, economic, religious, and military interventions in resolving conflict and pursuing peace. Prerequisite: U09 100. Introduction to Social Psychology (U09-315) is also recommended.
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 320 Topics in Psychology: Self Definition in Film: A Social Psychological Perspective
Self-definition is the process by which we explore our talents and interests and come to consider them as defining features of who we are. This course focuses on self-definition from a social-psychological perspective as demonstrated by characters in popular film. The primary purpose of the course is to apply research and theory from perspectives on self-definition in evaluating the actions of characters in popular film. The course explores self-definition as a function of age (films: *Stand By Me*; *The Breakfast Club*; *American Beauty*; *Cocoon*), relationships (films: *He Said, She Said*; *Parenthood*; *Bye, Bye Love*), and group association (films: *A Bronx Tale*; *American History X*; *12 Angry Men*). The class meets for one 3.5 hour session weekly; most sessions will consist of a film screening, followed by a discussion of readings and the film.
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.
Credit 3 units.

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.

U09 Psych 327 The Psychology of Women
The various theories and perspectives of the interaction of sociocultural, biological, and early developmental factors on the behavior of women. Includes the impact of changing social/sexual roles on the psychology of women; psychopathology and women; psychotherapy and women. Special emphasis is placed on the issue of violence toward women in our society.
Credit 3 units.

U09 Psych 3281 Feminist Approaches to the Psychology of Women
Same as U92 WGSS 328
Credit 3 units.

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 336 Brain and Behavior
This course provides an overview of topics in neuropsychology and physiological psychology, including the structure and function of the nervous system, brain development and brain damage, sensory and motor systems, higher-level brain functions such as memory and language, and the neurological basis of disease states such as Alzheimer's disease, stroke, and schizophrenia. Prerequisite: U09-100. Note: Accelerated (ACTRAC) option: University College students have the option of taking this class for 4 units.
Credit 3 units.

U09 Psych 337 Hearing
Provides the basics of human hearing and the background for further work in perception, auditory science, musical acoustics, environmental and architectural acoustics as well as the digital processing of sounds for speech, music, or virtual reality. Topics range from the detection of sounds to consideration of the dimensions of auditory experience such as pitch, loudness, timbre, and noisiness; effects of noise on hearing; and basics of the perception of speech and music. Prerequisites: Algebra and Trigonometry.
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.

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 3601 Creativity: Theory and Application
Same as U08 Educ 360
Credit 3 units.

U09 Psych 3604 Cognitive Neuroscience
To understand the mind we need to study the brain; to study the brain we have to understand the mind. This course offers an introduction to how cognitive psychology and neuroscience have met to understand the principles and mechanisms of brain function that give rise to human cognition. The course will present the methods employed by cognitive neuroscience and their application to the study of perception, attention, memory, language, executive control, and emotion. The emphasis will be placed on the multidisciplinary nature of inquiry within cognitive neuroscience.
Credit 3 units.

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 367 Seminar in Positive Psychology
Reviews the relatively recent development in the field known as "Positive Psychology." Topics may include: happiness and life-

satisfaction, positive self-esteem, creativity, caring relationships, love — passionate and otherwise, empathy, optimism, ambition, moral character development, attachment, compassion, forgiveness, helping, work ethics, and successful aging. Designed to take a sampling of those aspects of psychology that emphasize the positive side of human nature. Prerequisite: Psych 100B and at least one 300-level course.
Credit 3 units.

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 372 Contemporary Topics in Social Psychology: Intolerance and Prejudice
The goal of this course is to provide an overview of classic and contemporary approaches to the study of stereotyping and prejudice. Prejudice will be discussed in terms of cognitive and motivational antecedents, situational and personality variables, and differences in political ideology. We will also explore the distinction between conscious and unconscious processes underlying prejudice. Cannot count toward the requirement for the psychological and brain sciences major or minor for day students. Prerequisite: U09 100. U09 315 recommended.
Credit 3 units.

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.

U09 Psych 375 Human Factors in Engineering
The application of psychology to such areas as systems design, automation, system safety engineering, workplace design, and environmental safety. Concepts drawn from areas including sensory, perceptual, and motor processes; human information processing and decision making.
Credit 3 units.

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.

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 homocide 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.

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 preceed 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 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 in January Hall, Room 20. A student may enroll in this course only once. 2-3 units.
Credit variable, maximum 3 units.

U09 Psych 401 Psychology and Computer Applications
Psychological issues related to the interaction of people with computers. Topics include human-computer interfacing, structural organization of work, response to graphics, and typical approaches to the development of experimental and next-generation technology. Prerequisites: U09-100 and 359.

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.

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 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 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 4109 History and Identity
Same as U08 Educ 4109
Credit 3 units.

U09 Psych 413 Contemporary Topics in Social Psychology: Intolerance and Prejudice
Consideration of selected contemporary topics in social psychology. Prerequisite: U09 100. U09 315 recommended. Cannot count toward the requirements for the psychological and brain sciences major or minor for day students.
Credit 3 units.

U09 Psych 4135 Human Behavior in Extreme Situations
This course will familiarize students with psychological theory and research that attempts to answer the question: What are the protective factors that help people who find themselves in an extreme situation respond constructively to the stress they must cope with? Extreme situations are characterized by conditions that force individuals and groups to adapt themselves involuntarily, entirely and with the greatest of speed. Readings are drawn from two sources, (a) literature that describes extreme situations and human response to the trauma they cause (e.g., prisoner behavior in Nazi concentration camps, brainwashing of American soldiers during the Korean War, and the response to a natural disaster and an airliner crash), and (b) research on potentially protective psychological variables such as coping and resilience. Prerequisites: junior or senior standing and 9 hours of course work in Psychology.

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.

U09 Psych 4261 Psychology of Aging
The processes of aging in terms of their behavioral effects: age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity.
Credit 3 units.

U09 Psych 430 Psychology and Technology
Study of the impact of computer and telecommunications technology on human behavior, primarily in the workplace. Topics include the effects of monitoring employee performance; human/computer interaction including virtual reality; applicability of multimedia on learning; artificial intelligence; and dissemination of information on organizational structure and decision making. Prerequisite: U09-100 or permission of instructor.
Credit 3 units.

U09 Psych 431 Cognitive Engineering
This applied course studies basic human cognitive processes (thinking, learning, remembering, decision-making) and the way in which they integrate and interface with the use of "tools" that extend human abilities (as wide ranging as guiding airliners, searching the internet, or writing term papers). The obvious benefits of such tools will be explored, together with the painful results that can occur when the characteristics of the individual using the tool are not carefully considered, and how such failures can be averted. The course will include the development of projects in which each student studies the cognitive requirements of a simple behavioral situation, develops a design and evaluates it, and analyzes the results.
Credit 3 units.

U09 Psych 438 Flash Programming for the Social and Behavioral Sciences
This class consists of a step-by-step guide through the techniques necessary to program sophisticated online surveys and experiments. Techniques covered include coding questions with various types of responses (e.g., multiple-choice options and slider ratings); presenting words and pictures on the screen; randomization; recording responses; timing; and collecting data online. Students will gain a general idea of the principles of programming (i.e., the use of functions, variables, arrays, and conditional statements). A final project will involve each student (or pairs of students) designing and writing a program for their own survey or experiment.
Credit 3 units.

U09 Psych 440 Psychology of People and Ordinary Objects
Credit 3 units.

U09 Psych 443 Contemporary Clinical Psychoanalytic Theory
Psychoanalysis consists of several theories of mind as well as corresponding theories of the psychoanalytic and psychotherapeutic process. The former are referred to as metapsychology, and the latter as clinical psychoanalytic theory. This seminar will examine clinical psychoanalytic theory from contemporary psychoanalytic perspectives. Concepts such as the therapeutic alliance, transference, counter-transference, projective identification, resistance, acting out, insight and varieties of interventions (confrontation, clarification and interpretation) will be considered from the perspectives of ego psychology, developmental theory, object relations theory, self-psychological theory, Lacanian theory, feminist theory, relational theory, and postmodern psychoanalytic theory. Empirical and neuroscientific findings relating to the clinical psychoanalytic process will also be considered. Prerequisite: Psych 353 or instructor permission.
Credit 3 units.

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.[TM] 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.[TM] 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 455 Introduction to Clinical Psychology
Historical and recent developments in clinical psychology; the roles, training models, functions, and techniques of the clinical psychologist.
Credit 3 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 463 Genetics and Human Behavior
An introduction to behavior genetics, its basic concepts, methodologies, and research designs including twin, family, and adoption studies. A comprehensive review of major advances in the genetics of cognitive abilities and disabilities, personality, and psychopathology. Emphasis on interpretation and critical evaluation of behavioral genetic data.
Credit 3 units.

U09 Psych 464 Behavioral Genetics
An introduction to behavior genetics, its basic concepts, methodologies, and research designs including twin, family, and adoption studies. A comprehensive review of major advances in the genetics of cognitive abilities and disabilities, personality, and psychopathology. Emphasis on interpretation and critical evaluation of behavioral genetic data.
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 470 Compensation Management
The methods of rewards for employee availability, capability, and performance: measures of performance, employment market issues, skill-building, and design of compensation packages of money and benefits to improve employees' work quality and productivity.
Credit 3 units.

U09 Psych 471 History and Modern Systems of Psychology
The historical development of specific areas of experimental psychology (e.g., sensation and perception, motivation, emotion, human learning and memory, cognitive science, and behavior; physiological, developmental, and social psychology). Historical backgrounds, systematic roots, major theories; and the current status of the areas.
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 478 Psychopathology of Childhood
This course will cover emotional problems specific to children with emphasis on developmental context of psychopathology. We will also examine family systems in relation to problems of childhood. Prerequisites: U09-100, plus U09-322 or U09-354 or permission of instructor.
Credit 3 units.

U09 Psych 479 Psychology and Psychopathology of the Family
Psychological development and psychopathology from a family systems perspective. Emphasis on the family as an interactive network of relationships where psychopathology is viewed in the context of a larger system of relationships rather than within a given individual. Discussion of theories and treatment strategies from the family therapy field.
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 will investigate the etiology and treatment of various chemical, substance, and behavioral addictions. Students will become familiar with the most prevalent theories

of addiction as well as various treatment models. Emphasis will be placed on work within the field of Behavior Analysis and other related disciplines in an effort to supplement a comprehensive evaluation and understanding of addiction. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 489 Study for Honors
Acceptance into the Honors Program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the department. Recommendation for an Honors degree will be based on the evaluation of the written thesis and the student's overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Psych 498 is a writing-intensive course. Permission of instructor is required for this course. Prerequisite: Psych 301 or 3011.
Same as L33 Psych 498
Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC

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 in January Hall, Room 20. Petition must include the formal written research proposal. A student may enroll in this course only once.
Credit 3 units.

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 in January Hall, Room 20. A student may enroll in this course only once.
Credit 3 units.

U09 Psych 497 Supervised Field Study
An opportunity for participation, with supervision, in a nonacademic activity in a community mental health agency for course credit. Students may choose from a list of community programs approved by the psychological and brain sciences department or may propose to structure their own program. Criteria for approval and credit are: 1) the community program is an organized mental health program, 2) the student devotes a minimum of three hours per week to supervised work in the program, and 3) the student's work is directly supervised by a licensed psychologist. A student may not select for field study a program in which he/she has worked or volunteered during the past 12 months. The listing of approved programs and the petition forms to enroll in field study are available in January Hall, Room 20. Approval of the petition by the psychological and brain sciences department coordinator is required prior to enrollment. Open only to University College psychology majors. Prerequisite: advanced standing, completion of at least 12 units of psychology, and approval of the field study petition. A student may enroll in this course only once. Must be taken Credit/No Credit.
Credit 3 units.

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. 102).

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.

- US 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

Hist 101	Western Civilization	3
Hist 102	Western Civilization II: 1650 to the Present	3
CompLit 225	World Literature	3
Anthro 160	Introduction to Cultural Anthropology	3

Category B

PolSci 103	Introduction to International Politics	3

Bus 240	Introduction to International Business	3
Bus 330	International Management: Leadership Across Cultures	3

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:

IS 200	US Perspectives on International Studies	3
or IS 205	World Perspectives in International Studies	
One course in Category A (below)		3
One course in Category B (below)		3
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

Hist 101	Western Civilization	3
Hist 102	Western Civilization II: 1650 to the Present	3
CompLit 225	World Literature	3
Anthro 160	Introduction to Cultural Anthropology	3

Category B

PolSci 103	Introduction to International Politics	3
Bus 240	Introduction to International Business	3
Bus 330	International Management: Leadership Across Cultures	3

Courses

Visit https://courses.wustl.edu to view semester offerings for U43 IS (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U43&crslvl=1:4).

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 1010 Beginning Modern Irish I
No prior knowledge of the Irish language required. This class will provide a great opportunity for students to explore the vibrant language and culture of Ireland. Basic language skills are taught. Students learn to engage in active conversational Irish and to read authentic works of literature. Songs, poetry, culture and language! Instructor is from Co. Tipperary in Ireland.
Same as U47 IRISH 101
Credit 3 units.

U43 IS 102 Comparative Politics
This course introduces terms and concepts essential for studying countries from a comparative perspective. We begin by looking at concepts frequently used by political scientists: the state, nation, ethnicity, authoritarianism, democracy, and interest groups among others. We are particularly concerned with their development and application in contemporary political analyses. With these analytic tools, we then look at specific countries as case studies in order to broaden our understanding of particular regions of the world.
Same as U25 PolSci 102
Credit 3 units. A&S: SS Art: SSP BU: BA, IS

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 103 Introduction to International Politics
This course intoduces 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. Completely online.
Same as U25 PolSci 103
Credit 3 units. UColl: PSI

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 127 Elementary Czech I
An elementary Czech course, intended for students who have no prior or little knowledge of the Western Slavic language. Each lesson focuses on pronunciation, specific grammar structure, comprehension and conversation skills. Students should be able to communicate well enough at the end of the course to communicate on a basic level.
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 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.
Same as U69 Anthro 150
Credit 3 units.

U43 IS 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 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. UColl: NW

U43 IS 1620 Introduction to the History and Culture of China and Japan
Same as U16 Hist 1620
Credit 3 units.

U43 IS 164 Introduction to World History
Same as U16 Hist 164
Credit 3 units.

U43 IS 165 Introduction to European Studies
This course explores the experiences, traditions, and ideas that produced contemporary Europe. In studying post-1945 Europe, we focus on the Cold War, decolonization, the welfare state, immigration, and the European Union, focusing on topics such as demography, religion, human rights, economic traditions, militarism, and war.
Same as U16 Hist 165
Credit 3 units.

U43 IS 190 Introduction to Japanese Popular Culture
This course will consider Japanese popular culture through contemporary Japanese animated movies (anime), either dubbed or with English subtitles. A critical viewing of selected films will enable students to explore the cinematic techniques that reflect Japanese sentiment, moral beliefs, urban life styles, environmental issues, and aspects of popular culture. Students will read selected essays from books on Japanese society and popular culture in preparation for each film viewing. We will analyze how the anime genre deals with major social issues.
Same as U78 EAsia 190
Credit 3 units.

U43 IS 200 US Perspectives on International Studies
This course is an introduction to current views on international studies produced in the U.S.-based academy and media. The course is divided in three sections. First, students will be exposed to influential theoretical approaches in international studies in the U.S. Second, students will work with academic perspectives on international studies, focused on current university-produced work from interdisciplinary approaches. Finally, students will engage with public intellectuals who exercise influence in contemporary international studies in the media. The course, thus, aims to expose students to the different ways in which knowledge in international studies is produced in the United States.

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 208 Environmental Science: Global Perspectives
Same as U29 Bio 208
Credit 3 units.

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 we discuss the basic biology of these organisms, and address the ecological, social, and political implications of these infectious 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 211 Chief English Writers I
Introduction to major writers: Chaucer through Milton in U65-211; post-Milton to Joyce in U65-212.
Same as U65 ELit 211
Credit 3 units.

U43 IS 214 Backgrounds of Modern Literature: Modern American and European Poetry - Envisioning the New
Same as U32 CompLit 214
Credit 3 units.

U43 IS 225 Literature from Around the World
This course examines a selection of contemporary literature of Africa, South America, the Middle East, and Europe. We will explore how the literature embodies some of the social upheavals experienced by these regions in the 20th century, and how it depicts the changing roles of individual and family in the face of shifting patriarchal orders and intercultural influences. Readings include Chinua Achebe's *Things Fall Apart*, Najib Mahfuz's *Midaq Alley*, Joseph Conrad's *Heart of Darkness*, Tayeb Saleh's *Season of Migration to the North*, Orhan Pamuk's *My Name is Red*, Albert Camus' *The Stranger*, Gabriel Garcia Marquez's *One Hundred Years of Solitude*, and Wole Soyinka's *Death and the King's Horseman*. Recommended for the Liberal Arts and Business (LAB) Certificate. Fulfills no requirements for the comparative literature major or minor.
Same as U32 CompLit 225
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 minorities, social and political contexts, nationalism, war, and the fate of colonialism. Our readings will include works by Natsume Soseki, 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 241 Masterpieces of Literature I
Same as U65 ELit 241
Credit 3 units. BU: HUM UColl: ENE

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 2501 Cultural Encounters: Speaking Behind the Veil: Middle Eastern Women's Literature
Same as U32 CompLit 250
Credit 3 units.

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.

Same as U16 Hist 2845
Credit 3 units. UColl: HSM, HTR

U43 IS 300 Art and Violence: Visual Culture in Latin America
The purpose of this course is to introduce students to the topic of violence as social, economic and political phenomenon and to explore the different forms the representation of violence has assumed in Latin American art.
Credit 3 units.

U43 IS 301 The NAFTA Partner: Understanding Mexico for Culture and Business
This is an introduction to current issues in Mexico, our third largest trade partner, with an emphasis on its culture, economy, and related business matters. The course will provide an overview of 20th- and 21st-century Mexican history, then turn to topics associated with economics and democracy (including Mexico's transition from single-party system to electoral democracy and the introduction of neoliberal and free-market reforms) to better understand the country's political and financial systems. We also will examine contemporary Mexican culture, focusing on practices (such as Mexico's engagement with American culture, popular urban cultures like punk and the arts) that characterize Mexico's cultural capitals. The course will also deal with some of the most controversial issues of U.S.-Mexico relations: immigration and the drug trade.
Credit 3 units.

U43 IS 302 Artistic Reflections on Violence: Dictatorships in Argentina, Uruguay, and Chile
This course will introduce students to the study of indigenous and African-based societies, resistance, and politics in Latin America and the Caribbean from the colonial period to the 19th century. Often treated as figures with no political vision or power, black and indigenous people were long relegated to the margins of our understandings of history. However, recent works have shown how these very people engaged with revolutionary ideas, challenged their enslavement, and expanded the meaning of what it meant to be a citizen, thereby playing a fundamental role in the shaping of colonial and modern Latin America and the Caribbean.
Credit 3 units.

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: HEU, HSM

U43 IS 3024 International Institutions
Same as U25 PolSci 3024
Credit 3 units.

U43 IS 303 Global Masculinities
An interdisciplinary survey of expressions of masculinity and male gender in global perspective with a strong emphasis on non-Western cultures. Themes and topics include the increasingly global culture and economy, terrorism, international relations, development policy, colonization/imperialism, and war/militarism, as well as specific cultural, social and national expressions of masculinity across wide geographical range.
Same as U92 WGSS 303
Credit 3 units.

U43 IS 304 Street Art: International Currents
This course will examine street art as an international cultural, social and political phenomenon; from its beginnings as a fringe, underground movement in urban centers to its rise in the contemporary commercial art scene. We will discuss the socioeconomic circumstances as well as the political underpinnings behind the work of such artists as Blek Le Rat (France), Banksy (UK), Os Gemeos (Brazil), Swoon (USA), Shepard Fairey (USA) and others. The course will explore the evolution of street art, from its roots as graffiti, its influences in hip-hop, rap, and punk music, its societal and cultural context in the ghettoes of metropolitan centers to its rise into mainstream popular culture and its prevalence in the most prominent galleries and museums nationally and internationally.
Credit 3 units.

U43 IS 305 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 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.
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 3081 Looking East, Looking West: Stereotypes & Misconceptions in the Exchange between China and the West
Same as U78 EAsia 3081
Credit 3 units.

U43 IS 309 US-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 3101 Modern Balkans
Same as U16 Hist 310
Credit 3 units.

U43 IS 3102 Incas, Aztecs and Mayas: Ancient Civilizations of the New World
This course examines the Inca empire in Peru and the Maya and Aztec empires in Mexico through 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. We will discuss selected artistic accomplishments. Students wishing to take U69-310 for graduate credit should register for U69-546.
Same as U69 Anthro 310
Credit 3 units. UColl: NW

U43 IS 312 The Culture of Brazil
Brazil is the fifth largest country in the world and one of the most culturally diverse countries in Latin America. In this course we study Brazilian culture through its language, writings, folklore, religion, politics, music, cuisine, art, and film. These topics, along with other elements of Brazilian culture, are examined both historically as well as through the lens of contemporary issues. The course, and all readings, conducted in English.
Same as U26 Port 312
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 3121 Ancient Civilizations of the Old World
The development of the earliest complex societies in the Old World; emphasis on Mesopotamia, Egypt, India, and China.
Same as U69 Anthro 312
Credit 3 units.

U43 IS 3124 Persians, Babylonians and Assyrians: Archaeology of Ancient Mesopotamia
The valleys of the Tigris and the Euphrates rivers are often collectively referred to as "the cradle of civilization." Many cultural "firsts" emerged from this area: the first writing, the first state-level societies, the first cities, and the first agricultural- and pastoral-based economies. The societies of the Tigris and the Euphrates also played a strong influential role in the development of the societies around them. Given these particular features, the study of the ancient societies of the Near East can offer insight into the development of state-level society in general, and the ancient cultures of the Near East in particular.
Same as U69 Anthro 3124
Credit 3 units.

U43 IS 313 Korean Literature and Film
Same as U78 EAsia 312
Credit 3 units.

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 works produced 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 use literature and discussion to explore historical and cultural contexts and raise cultural competency. 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 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 3161 Chinese Civilization to 1911
This course traces traditional Chinese thought, literature, and art from its beginnings in the Shang and Zhou dynasties to the Republican Revolution in 1911. Throughout this entire time period, Chinese high culture, particularly letters and art, played an important role in sustaining the Chinese people through political and social upheavals. The class examines the continuity of this high culture through the end of the imperial period in the early 20th century, and explore how, even today, it continues to influence Chinese politics, power, and society.
Same as U16 Hist 3161
Credit 3 units.

U43 IS 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.
Same as U16 Hist 3165
Credit 3 units. UColl: HEA, HSP

U43 IS 3166 An Introduction to the History and Culture of China and Japan
Same as U16 Hist 3166
Credit 3 units.

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 318 Reading Culture: 19th-Century Russian Literature in Context
Developing the skills necessary to navigate an increasingly interconnected world is becoming a crucial part of today's education. This course provides an opportunity to explore and increase global competency by reading short stories and novellas written by Russia's greatest writers — Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, Turgenev, Chekhov, and Zamyatin. We use these works of 19th- and early 20th-century Russian literature as tools to explore not only such questions as the nature of good and evil, life and death, gender, identity, and cultural differences, but to understand our own

contemporary culture as well. At all times, we use literature to inform how we make sense of our world. The course ends with a discussion of dystopias and the global crises facing us today. All readings are in English, although we will learn to recognize some basic words and phrases in Russian. This course will count toward the foundational requirement for the Global Certificate, (global.wustl.edu). Freshmen and sophomores are welcome.
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 3221 The Making of Latin America: From Conquest to Independence
Same as U16 Hist 3221
Credit 3 units. BU: IS

U43 IS 3223 Hindu Medicine and Indian Food
One cannot understand Hinduism without understanding the basics of Hindu medical and nutritional theory. The course covers the development of South Asian medicine, nutritional theory, and foodways, from prehistory to the present, with attenton to their religious significance. Students examine elements of Indian civilization by exploring systems of belief concerning food. The relations between the cuisines of India and other world civilizations are also studied.
Same as U66 RelSt 3223
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 325 Byzantine Empire
Same as U16 Hist 325
Credit 3 units.

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 326 The Doctor Is In: Anton Chekhov and Narrative Medicine
Anton Chekhov was one of the greatest Russian writers of the late 19th and early 20th centuries. He was also a successful practicing physician. How did he manage to balance both of these full-time careers? How did being a trained physician affect his writing and how did being a writer affect his medical practice? Why did he emerge as arguably the most influential short story writer of the 20th century? Did being a doctor and scientist have anything to do with this, or did he achieve success in spite of having a second career? Understanding the ways in which Chekhov was able to integrate and express cultural attitudes toward illness, mortality, medicine, and healing at a time of great change and social upheaval will be the subject of this class. Equally important will be applying some of his wisdom and techniques to understanding our own current cultural narratives about medicine, as both an ideal and a real practice.
Credit 3 units.

U43 IS 3274 Weimar Germany: Economics, Politics, Culture
Same as U16 Hist 3274
Credit 3 units.

U43 IS 329 Religion, Ritual and Worldview
Same as U69 Anthro 329
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
Same as U16 Hist 3310
Credit 3 units.

U43 IS 335 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 337 Culture, Politics, and Social Organization
Evolution of political systems and social organization in small-scale as well as complex societies. Theoretical and empirical examination of human social and political organization in light of historical processes, human agency, and cultural context.
Same as U69 Anthro 337
Credit 3 units.

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 weekly readings and complete an original research project on digital politics.
Credit 3 units.

U43 IS 340 History of World Cinema
Same as U18 Film 340
Credit 3 units. BU: HUM, IS

U43 IS 3410 Art in Japanese Society
Same as U10 ArtArch 3410
Credit 3 units.

U43 IS 3423 Body Art/Body Modification Across Cultures
All cultures practice one form or another of body modification. It can be in the form of face or body painting, piercing, tattooing, scarring, or reshaping. Body modification is usually done to indicate social position, family, marital status, identity with a particular ethnic, age, or gender group, perform a rite of passage such as puberty, ward off or invoke the spirits, or send a message. This course explores body art and body modification in several world cultures — including our own.
Same as U69 Anthro 3423
Credit 3 units. UColl: NW

U43 IS 3433 Conflict and Post-Conflict Societies in Africa
Same as U69 Anthro 3433
Credit 3 units.

U43 IS 346 Future of International Business Development
Same as U44 Bus 346
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 350 Chinese Religions
Same as U66 RelSt 350
Credit 3 units.

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 3562 20th-Century Russian History
Same as U16 Hist 3562
Credit 3 units.

U43 IS 3564 Forbidden Sexual Practices in Medieval Europe
Same as U16 Hist 3564
Credit 3 units.

U43 IS 3570 Rise of the Atlantic World
Same as U16 Hist 3570
Credit 3 units.

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 357B Gender and Politics in Global Perspective
Same as U25 PolSci 357B
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 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.
Same as U69 Anthro 361
Credit 3 units. UColl: NW

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

U43 IS 3612 Population and Society
Same as U69 Anthro 3612
Credit 3 units. BU: IS

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 366 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.

Credit 3 units. UColl: NW

U43 IS 3667 Tropical Field Biology and Primatology - India
This field course to the Western Ghats of India gives students advanced training in field techniques relevant to primate conservation, biodiversity monitoring, and research, and exposes them to the diverse community of plants and wildlife of the area. We study ornithology, herpetology, primatology, botany, and entomology, and train in field methods including spatial orienteering, biodiversity monitoring, radio telemetry, tropical plant identification, behavioral observations, and camera-trapping. Students will complete a daily observation log, primate census log, and species sightings list. Course is 2 or 3 units and students are required to submit a research paper due after the trip to India for the 3-unit version of the course only. In addition to tuition, student costs include a site fee, all airfare and ground transportation, some food and supplies, medical costs of any kind, and costs related to exigent circumstances. Medical insurance is required. Students are required to submit a course application before registration.
Same as U69 Anthro 3669
Credit variable, maximum 3 units.

U43 IS 3669 The Making of Modern Europe, 1945 to the Present
Same as U16 Hist 3669
Credit 3 units.

U43 IS 3701 Topics in Politics: The United States of Europe?
Same as U25 PolSci 370
Credit 3 units. UColl: PSC

U43 IS 3711 International Agriculture Development and Policy
Same as U07 Econ 3711
Credit 3 units. UColl: NW

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 Sadawwi (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 377 Peoples and Cultures of South Asia
Same as U69 Anthro 377
Credit 3 units.

U43 IS 3771 Aspects of Indian Society: Myth and Reality
Same as U69 Anthro 3771
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 3773 Culture and Society in East Asia
Same as U69 Anthro 3773
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 preceed 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 3840 Modern European Art in Context, c. 1850-1950
Same as U10 ArtArch 3840
Credit 3 units.

U43 IS 3842 Latin American Art & Architecture, 1910 - 2010
Same as U10 ArtArch 3842
Credit 3 units.

U43 IS 3850 Modern European Women's History
Same as U16 Hist 3850
Credit 3 units.

U43 IS 3854 Women, Work, and Economic Change in Early Modern Europe
The early modern period witnessed the birth of a consumer society, the rise of capitalism, and the beginnings of the Industrial Revolution. During this period, women played crucial economic roles as consumers, retailers, and producers, and consequently an understanding of women's history is central to any account of the rise of the first modern economy. This course explores the lives of ordinary working women in early Modern Europe, and how they accommodated or resisted patriarchal authority and economic change.
Same as U16 Hist 3854
Credit 3 units.

U43 IS 3880 The Russian Revolution
Same as U16 Hist 3880
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 poetic dramatist and the plays as functioning stage pieces.
Same as U65 ELit 395
Credit 3 units. BU: HUM UColl: ENE

U43 IS 398 Who Owns the Cultural Heritage of the World?
Same as U69 Anthro 398
Credit 3 units.

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.
Same as U85 IA 5142
Credit 3 units. UColl: IAA

U43 IS 422 The Media at War: Covering Conflicts from Vietnam to Iraq
Same as U48 Comm 422
Credit 3 units.

U43 IS 427 Economic Systems in Theory and Practice
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 4449 Russian Intellectual History
Same as U16 Hist 4490
Credit 3 units.

U43 IS 445 Language Across Cultures
Cultures inevitably encompass many linguistics variations (pronunciation, vocabulary, dialects) and, quite often, many different languages. This class will examine the ways in which communication within a culture is affected by multilingualism, how language and culture act to change one another, and the ways in which linguistic imperialism develops within a society and between societies. This course will consider empirical findings and theoretical frameworks from research on sociolinguistics, communication, and cultural studies. This course can be used toward certification in English education or TESOL.
Same as U91 Ling 445

Credit 3 units.

U43 IS 448 History of Russia to the 18th Century
Same as U16 Hist 448
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. UColl: NW

U43 IS 459 Topics in European History: East-Central Europe: 1918-2010
Same as U16 Hist 459
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 464 South Asian Societies: Politics and Culture in India, Pakistan, Afghanistan
The course focuses on the relationship between ethnic and cultural issues and political processes in the South Asian subcontinent. In both democratic and non-democratic nations, ethnic and cultural heterogeneity has a significant effect on the way that political institutions develop and operate. We look at the historical legacy of British rule, contemporary religious and ethnic conflicts and their role in politics, and the effects of economic development and globalization on traditional culture.
Same as U25 PolSci 464
Credit 3 units.

U43 IS 470 Topics in Religious Studies: Utopias and Distopia East and West
Same as U66 RelSt 470
Credit 3 units.

U43 IS 478 Topics in Religious Studies: Religion and Violence
This seminar seeks to explore the relation of religion and violence. Major themes include sacrifice, the scapegoat, martyrdom, scarification, forms of ritual circumcision and piercing, cannibalism, holy militias, holy terror and holy war. Concrete examples will be discussed. Viewpoints range from the anthropological, to the psychological, sociological and theological. Among key writings to be studied are Durkheim, *The Elementary Forms of Religious Life*; Freud, *Totem and Taboo*; Hubert & Mauss, *Sacrifice: Its Nature and Function*; Robert Lowie, *Primitive Religion*; René Girard, *Violence and the Sacred*; and Mark Juergensmeyer, *Terror in the Mind of God*.
Same as U66 RelSt 478
Credit 3 units.

U43 IS 489 Honors Research in Global Leadership and Management
Acceptance into the Honors Program is required for enrollment and the written agreement of a member of the faculty of the department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work and submit an acceptable written thesis.
Credit 3 units.

Journalism

The **Bachelor of Science in Journalism** provides an academic and experiential foundation to help launch a career in print, broadcast, and web-based journalism and other news media fields. One of the earliest degree programs to be offered by University College, the Bachelor of Science in Journalism remains grounded in liberal arts imperatives: critical thinking and analysis; clear and thoughtful writing and discourse; discerning use of information; ethical decision-making; appreciation for human diversity; and as an extension of the liberal arts tradition, an understanding of the civic role of media in a free society.

The study of journalism at University College is multidisciplinary and contextual, integrating concepts and resources from other academic fields in Arts & Sciences such as anthropology, English, economics, history, political science, and psychology. The program also provides tools and strategies to help students prepare for the digital transformation of journalism that demands proficiency with social media, entrepreneurial and business skills, and the ability to quickly synthesize, analyze, and disseminate information, local to global.

Contact:	Repps Hudson
Email:	rehudson@wustl.edu
Website:	http://ucollege.wustl.edu/programs/undergraduate/bachelors-journalism

Degree Requirements

Bachelor of Science in Journalism

All University College undergraduate students must satisfy the same general-education requirements (p. 102).

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

JRN 210	Foundations of Journalism	3
JRN 211	Introduction to Journalism: Research to Writing	3
JRN 345	Effective Editing	3
JRN 378	Communications Technology and New Media	3
JRN 381	The Business of Communications	3
Comm 416	Communications Ethics and Law	3
Total units		18

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

Visit https://courses.wustl.edu to view semester offerings for U49 JRN (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U49&crslvl=1:4).

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 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.

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 3301 History of Photography
This course traces the history of photography from its beginnings in the early 19th century to the present. Throughout the intensive short course session, we will study the invention and applications of photography for scientific, artistic, and documentary purposes. We will study key inventors, pioneers, innovators, and artists and how they used photography to document their interpretations of social and cultural concerns. We will examine enduring iconic photos and contextualize the stories behind these images and examine how their impact continues to be generationally influential. We also will study the relation between photography and the visual arts in general, and examine the solidified endurance of photography as a medium by the late 20th century. The course ends with a consideration of the present-day state of photography into the 21st century and the effects of digital and cell phone photography.
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, Theroux, 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 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 Writing Feature Articles
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 class will help students edit others' work, and, most importantly, their own.
Credit 3 units.

U49 JRN 346 Storytelling through Video
Storytelling is increasingly about showing, rather than telling a story. Cheap HD cameras and simple software enable nearly anyone to create video. In this class, which emphasizes journalistic and documentary creation, students will use established visual storytelling techniques with common technology to tell their stories through video. Students will study what works (and doesn't) in others' work to learn how to make compelling video content. Students will use their video-capable smartphone, GoPro, dslr or any camera they have available along with iMovie or similar software on their computers. Weekly assignments will hone production skills and build understanding of how to create short documentaries or other video stories.
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.
Same as U11 EComp 357
Credit 3 units.

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 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.

U49 JRN 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.
Credit 3 units.

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 fields in which analytical skills are a requirement such as teaching, business, and data science.

The **traditional mathematics major** is appropriate if students plan to teach or continue their education after graduation, 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 applied 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. 102).

Required for all mathematics majors:

Math 155	Calculus I	3
Math 156	Calculus II	3
Math 255	Calculus III	3
Math 256	Calculus IV	3

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:

Math 301	Differential Equations I	3
Math 305	Probability and Statistics I	3
Math 309	Linear Algebra I	3
Math 429	Linear Algebra	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3

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:

Math 305	Probability and Statistics I	3
Math 309	Linear Algebra I	3
Math 322	Biostatistics	3
Math 429	Linear Algebra	3
Math 439	Linear Statistical Methods	3
Math 475	Statistical Computation	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3

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:

Math 133	Programming with Python	3
Math 155	Calculus I	3
Math 156	Calculus II	3
Math 255	Calculus III	3

Math 256	Calculus IV	3
Math 301	Differential Equations I	3
or Math 309	Linear Algebra I	
Math 305	Probability and Statistics I	3
or Math 205	Applied Statistics	
Total units		21

Courses

Visit https://courses.wustl.edu to view semester offerings for U20 Math (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U20&crslvl=1:4).

U20 Math 1011 Introduction to Statistics
Credit 3 units.

U20 Math 131 Calculus I
Derivatives of algebraic, trigonometric, and transcendental functions, techniques of differentiation, Mean Value Theorem, applications of the derivative. The definite integral and Fundamental Theorem of Calculus. Areas. Simpler integration techniques. Prerequisites: high school algebra and precalculus, including trigonometry.
Same as L24 Math 131
Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN Art: NSM

U20 Math 133 Programming with Python
An introductory course for students with little or no programming experience. Topics include the software development process, documentation, debugging, and testing within the commonly used Python environment. At the end of the course students should be able to write and debug basic programs to display and interpret data using accepted programming conventions and styles.
Credit 3 units.

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 and 142 serve as preparation for the calculus sequence. Prerequisite: U20-140 or familiarity with elementary algebra through quadratic equations.
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: U20-142 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, mathematics, and political science. This course is entirely web-based, with all course components online. 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. The instructor will contact students after they register to provide technical details about getting started online.
Credit 3 units. UColl: OLI

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?
Credit 3 units.

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. This is a fully online course. Only University College students may receive credit for online courses.
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 I
First course in differential equations with emphasis on linear equations and their applications. Prerequisite: U20 256 or equivalent.
Credit 3 units.

U20 Math 305 Probability and Statistics I
Discrete and continuous random variables, mean and variance, hypothesis testing and confidence limits, nonparametric methods. Students' t-methods, regression, correlation. Prerequisite: U20 156 or consent of department.
Credit 3 units.

U20 Math 308 Mathematics for the Physical Sciences
Continuation of Math 233 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: NS A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

U20 Math 309 Linear Algebra I
Detailed treatment of the algebra of matrices. Rank and equivalence of matrices. Matrices over a number field. Linear equations and linear dependence. Determinants. Prerequisite: U20 256 or equivalent.
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. Prerequisite: Math 132.
Same as L24 Math 309
Credit 3 units. A&S: NS, QA A&S IQ: NSM, AN 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 233.
Same as L24 Math 310
Credit 3 units. A&S: NS A&S IQ: NSM

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 L24 Math 420
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

U20 Math 429 Linear Algebra
Credit 3 units.

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: NS 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, 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.
Same as L24 Math 439
Credit 3 units. A&S: NS A&S IQ: NSM

U20 Math 475 Statistical Computation
An introduction to programming in SAS (Statistical Analysis System) and applied statistics using SAS: contingency tables and Mantel-Haenszel tests; general linear models and matrix operations; simple, multilinear, and stepwise regressions; ANOVAs with nested and crossed interactions; ANOVAs and regressions with vector-valued data (MANOVAs). Topics chosen from discriminant analysis, principal components analysis, logistic regression, survival analysis, and generalized linear models. Prior acquaintance with SAS at the level introduced in Math 3200 is assumed. Prerequisites: CSE 131 or 200, Math 3200 and 493 (or 493 concurrently), or permission of instructor.
Same as L24 Math 475
Credit 3 units. A&S: NS A&S IQ: NSM

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. Prerequisite: CSE 131 or 200, Math 3200 and 493, or permission of the instructor.
Same as U20 Math 594
Credit 3 units. A&S: NS A&S IQ: 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. Prerequisites: Math 318 and 493, or permission of instructor.
Same as L24 Math 495
Credit 3 units. A&S: NS A&S IQ: 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.

Email:	artsci-polisci@email.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. 102).

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, a 300-level course on research 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. For exceptions, please refer to the course listing table on our website (http://polisci.wustl.edu/undergraduate/course_listings).

Courses

Visit https://courses.wustl.edu to view semester offerings for U25 PolSci (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U25&crslvl=1:4).

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. UColl: PSA

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: SSC Art: SSC BU: BA, IS UColl: NW, PSC

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. Completely online.
Credit 3 units. UColl: PSI

U25 PolSci 105 Key Concepts in Political Theory
This course will introduce students to some of the fundamental concepts, and also to some of the most important historical and contemporary works, in 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. This course is appropriate for any student who wants to begin to think systematically about the normative or moral dimensions to political life, and anyone with an interest in political theory, political philosophy, or social theory.
Credit 3 units.

U25 PolSci 2010 Introduction to Environmental Policy
This course provides an introduction to and overview of environmental policy. Subjects covered include the policy process, the behavior of interest groups and political parties, and the actions of policymakers like Congress and the President. We'll also examine issues such as pollution control, climate change, and biodiversity.
Same as L32 Pol Sci 2010
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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 210 Law, Judges, and the Political System
Introductory survey course exploring relationships between political and legal processes and institutions. The role of courts in making and implementing public policy.

U25 PolSci 211 Elements of Political Behavior
Examination of political beliefs and their relationship to political behavior in the United States. The course will focus on the tension between theoretical expectations for citizens in a democracy, popular accounts of political behavior, and what we know about the actual behavior of Americans. We also examine the methods for measuring political attitudes and public opinion so students will be better able to critique the literature. Specific topics will include attitudes toward race, the role of the media and other elites in affecting public opinion, and historical trends in public opinion and voting.
Credit 3 units.

U25 PolSci 2112 Elements of Political Behavior
Credit 3 units.

U25 PolSci 212 American Policies and Programs
Major governmental policies and programs in the United States: budget, tax policy, defense spending, and selected areas of social welfare policy, e.g., income maintenance, health, and housing.
Credit 3 units.

U25 PolSci 212B American Policies and Programs
Examination of several major governmental policies and programs in the U.S. Special attention to regulatory policies, conservation policies, welfare policies and defense policies and the budget.
Credit 3 units.

U25 PolSci 214B International Politics
Examination of major factors shaping relations among nations and development of international institutions. Special attention to crucial problems of contemporary international politics, such as the NATO alliance, the movement toward European integration, and the political development of underdeveloped areas.
Credit 3 units.

U25 PolSci 221 Introductory Statistics for Political Science
Designed for students who wish to acquire basic skills of research in the social sciences. Simple probability; descriptive univariate and multivariate statistics including correlation and regression; tests of significance and statistical inference. Emphasis on practical skills with exercises using actual political data. Includes discerning truth from fiction in statistical reports in the press. No mathematics or political science prerequisite.
Credit 3 units.

U25 PolSci 2221 Introduction to Quantitative Methods
This course is designed as an introduction to the methods used by social scientists to analyze political phenomena. Contemporary political scientists employ a broad set of mathematical and statistical tools with which to explain politics; this course focuses on the proper application of such tools. Students will learn how to meaningfully make sense of political data through graphical and statistical techniques. In addition to learning how to analyze data, students will develop a critical mindset for reading and evaluating the political science literature.
Credit 3 units.

U25 PolSci 224 Introduction to Political Analysis
Introduce a game theory approach to the analysis of politics. This course is intended to acquaint students with formal constructs of "games" that help our understanding of the inner logic of political processes. Two lectures and one section meeting each week.
Credit 3 units.

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
Same as L32 Pol Sci 260
Credit 3 units. A&S: SS 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 3024 International Institutions
This course surveys in historically and theoretically informed fashion the role of various international institutions in international relations. It addresses the fundamental question of the contribution of international institutions to world order. The course first traces the historical evolution of international organization before turning to international institutions since World War II. It then focuses on the following: the most important regional international organization, the European Union; the most important international organizations dealing with the issues of peace and security, the United Nations and NATO; and the major international economic institutions, the WTO, the IMF and the World Bank. Prerequisites: Intro to International Politics.
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 roll 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: SS A&S IQ: SSC BU: BA UColl: PSA

U25 PolSci 304 Politics and Film
Film can be both a powerful way to convey political messages and a revealing portrait of the political culture of the times. This course will use weekly films as a starting point to explore questions about political behavior, beliefs, and culture. We'll see and compare how Hollywood films, independent productions, documentaries, and foreign films approach political issues.
Credit 3 units.

U25 PolSci 3040 A Political and Economic Analysis of Climate Control
This course examines the political and economic consequences of climate change. With Al Gore's *An Inconvenient Truth* as a starting point, we will employ an understanding of political & economic theories (from Plato to Rawls and from Adam Smith to Keynes) to analyze whether it is possible to avoid the potentially catastrophic consequences of climate change (or should we simply prepare for those consequences?). Additionally we will consider how a public understanding of the "seriousness" of climate change might be achieved; if governments have a fundamental obligation to prevent climate change; if there is a "just" way of relating to the ecosystem; whether various political theories demand that we behave in ways that include the "rights" of future generations to a stable, healthy ecosystem; how Plato's "philosopher-king" would handle climate change; and how the power of markets could facilitate a dramatic decrease in greenhouse gases (GHGs). Completely online course.
Credit 3 units.

U25 PolSci 305 Race, Politics and Public Policy
The primary goal of the course is to provide students with a working knowledge of the history of race relations in this country and how this history frames the public policy debates taking place today. Readings from national, regional, and ethnic policy journals and newspapers will help students fill historical gaps and provide important information about salient policy issues. Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units.

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 306 American Judicial Process
This course covers the "big picture" of the American judicial system by examining the historical, institutional, and political nature of the American judiciary at both the federal and state levels. We will discuss the foundation of our legal system, analyze judicial decision making, the role of lawyers and judges in the judicial process, and the often tense and interesting relationship between politics and our judicial process. Prerequisite: Intro to American Politics.
Credit 3 units. UColl: PSA

U25 PolSci 3061 Sex, Race, and Justice: The U.S. Supreme Court Year Review
Credit 3 units.

U25 PolSci 307 Comparative European Politics
Europe's variety of cultures, national histories, and political systems is the focus of this course. Our goal is an advanced understanding of major theoretical, empirical, and substantive issues in contemporary European political systems, particularly in relation to an emergent European Union. First, the key players, institutions, and policy challenges for each polity is introduced for Northern and Western Europe. Then, we then compare Southern and Central-Eastern European experiences in order to encourage critical thinking about trends and controversies facing Europe. Note: Accelerated (ACTRAC) option: University College students have the option of taking this course for 4 units.
Credit 3 units.

U25 PolSci 309 South African Politics
We will examine the roots of the current problems, the problems themselves, and the immediate future of South Africa. South African political culture is rich in history, myth, and struggle (racial and otherwise). All these aspects must be examined to a degree to understand what the so-called New South Africa may look like.
Credit 3 units.

U25 PolSci 3090 Civil War and Peace
Same as L32 Pol Sci 3090
Credit 3 units. A&S: SS A&S IQ: SSC BU: BA

U25 PolSci 3093 Topics in Politics: Transformation in Eastern Europe and the Former Soviet Union
Credit 3 units.

U25 PolSci 3103 Topics in Politics: Comparative Politics - The Middle East
Credit 3 units. BU: BA UColl: PSC, PSI

U25 PolSci 311 Interest Groups and Politics
This course surveys how political parties and interest groups function in contemporary American politics. First, we examine the origins, development, structure, and activities of political parties. Second, we explore the dynamics of the American two-party system and the dilemma of third parties in American politics. Third, we examine the role of parties in organizing and financing electoral campaigns, representing mass constituencies, and influencing policymaking. We conclude by exploring the value of interest groups in organizing and representing interests in American politics.
Credit 3 units.

U25 PolSci 3111 Topics in American Politics: Administrative Law and Executive Branch Politics
Designed for students interested in pursing law studies as well as those with public policy and broader American politics interests, this course will examine the role that federal administrative agencies (i.e. the modern bureaucracy) play in the U.S. political and legal system. These federal agencies (including, for example, the Department of Agriculture, FDA, Department of Education, EPA, and Department of Homeland Security) have huge (and often overlooked) policymaking roles in our country. A reoccurring question throughout the course will be whether or not agencies have a democratic deficiency given their great policymaking authority but lack of a link to a constituency. We will pay particular attention to the President's, Congress's, and the judiciary's power and control (or lack thereof) over these agencies. We will also focus on how agencies use adjudication and rulemaking to effectuate their policies.
Credit 3 units.

U25 PolSci 313 Politics of the Soviet Union
Survey of Soviet politics from the Revolution through the Brezhnev period and examination of trends within the Soviet system that led to the Gorbachev regime and the demise of the Soviet Union. Analysis of the problems and prospects of the former Soviet countries in terms of ethnic conflict and economic and political transformation.
Credit 3 units.

U25 PolSci 315 African Politics
This course will include topics in African politics from pre-colonial times to the present. After an overview of political development on the continent, students will choose three sub-Saharan countries for more in-depth study in class. These countries will serve as case studies for comparative analysis.
Credit 3 units.

U25 PolSci 3152 The Politics of Economic Development
Why do some countries enjoy cycles of economic success while others suffer vicious cycles of underdevelopment? Why do the same policies lead to economic success in some countries but not others? Why are some leaders reluctant to introduce policies for beneficial economic transformation? In this course, we explore these questions through an examination of the political process of development both in terms of political factors affecting economic outcomes, and the political consequences of economic conditions. Through analysis of historical and contemporary cases, students will gain an understanding of the theoretical debates underlying these questions. In addition, students will become familiar with the particular political institutions involved in economic policymaking, examples of economic transformation, and cases addressing the political consequences of economic change.
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 318 Politics of Protest
This course examines the causes and effects of political rebellion. Special emphasis is placed on analyzing the way in which protest movements form an organizational basis, and the extent to which different kinds of protest movements can manage to sustain prolonged rebellion.
Credit 3 units.

U25 PolSci 3182 The Writer in Politics
Credit 3 units.

U25 PolSci 319 The Politics of Human Rights
Credit 3 units.

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: 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: SS A&S IQ: SSC Art: SSC BU: BA

U25 PolSci 3211 Topics in Politics: Technology and the Law
The rapid growth in technology has placed new demands on the legal system in the last decade. In this course, we will look at some of the prominent conflicts and challenges involving technology, the legal system, and civil liberties. Topics to be covered include free speech and censorship in cyberspace, national security, ubiquitous surveillance and privacy, genetically modified foods, peer to peer file sharing, and ownership of virtual property.
Credit 3 units. UColl: PSA

U25 PolSci 3213 Politics, Religion, and Mass Social Protest Movements in American Democratic Society
This course will focus on examing the roles of religion, politics, and mass religious and social protest movements in American democratic society, such as the anti-slavery movement, prohibition and temperance, women's suffrage, the Nation of Islam, the Civil Rights movement, and the moral majority. We will examine how religion and politics, in conjunction with mass religious and social protest movements, have both played essential roles, individually, as well as collectively, in influencing public policy and shaping the political landscape of American Democratic Society. Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units. UColl: PSA

U25 PolSci 3215 Western European Politics
Credit 3 units.

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 325 Politics of the Soviet Union
Credit 3 units.

U25 PolSci 3251 Comparative Politics: The Other Europe
Credit 3 units.

U25 PolSci 3252 Topics in Comparative 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: PSC, PSI

U25 PolSci 3253 Comparative Politics: Gender and Social Policy
Focuses on the differential effects of public policy on the lives of men and women. The major institutions of the family, workplace, state, and law will be studied. The position of women will be examined in the first world, third world, and international law.
Credit 3 units.

U25 PolSci 3254 Comparative Politics: Integration and Disintigration in Multi-Ethnic States
This course examines the political dynamics and governmental structures in federal states. Topics to be covered in the course include: social and economic conditions across regions, ethnic and linguistic groups, political parties, constitutions, and civil wars. The primary puzzle to be addressed is why some federations collapse and why some endure. Potential cases: U.S., Canada, Czechoslovakia, Yugoslavia, Spain, Belgium, India, the European Union, the Athenean League. Prerequisite: Pol Sci 101 or 102.
Credit 3 units.

U25 PolSci 3255 Democratic Politics in Eastern and Central Europe
This course covers major issues of post-communist political development in Eastern and Central Europe and the Post-Soviet states. The primary focus is on systems of political institutions, their origin, and their influence on the choice of political strategies in general and on the development of party systems in particular. Course requirements, in addition to attendance, participation, and familiarity with the readings, include three country-specific case studies and two classroom presentations during the semester. We will rely heavily on internet sources and periodicals in addition to the basic readings.
Credit 3 units.

U25 PolSci 3256 Development of the American Constitution
The practical meaning of the Constitution has changed since 1787 — not only as a result of normal amendments and court interpretations, but also through normal politics and unconventional transformations. After initial discussion of the nature of the Constitution and of constitutional interpretation, the course examines important instances of such change processes. These have resulted in important reformulations, usually gradual but occasionally sudden, of executive branch powers, the judicial system, the electoral system, federalism, economic regulation, and civil rights. The course then devotes special attention to several present-day issues of constitutional politics, such as presidential war powers, the use and misuse of secret agencies, the "unitary executive theory," and the special constitutional significance of the Justice Department. Prerequisites: L32 101B American Politics. Formerly L32 3254 Constitutional Politics in the U.S.; students who have taken that class are not eligible.
Same as L32 Pol Sci 3255
Credit 3 units. A&S: SS A&S IQ: SSC BU: BA EN: S

U25 PolSci 326 Latin American Politics
This course is an introduction to Latin America's political environment; however, the theoretical issues it addresses are relevant to studies of politics everywhere. The course is divided in two parts. During the first half of the semester, we will discuss the Latin American experience with revolution, authoritarianism and regime change. We will address both structural and individual-level accounts of political instability. In the second half of the semester, we will turn to the Latin American experience with democracy. We will address the ways different regimes have provided citizens with representation and political accountability.
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 traffickers, debt and economic restructuring, and relations with the United States. Country studies focus on Argentina, Brazil, Chile, Peru, Mexico, and Nicaragua. Prerequisites: 100-level introductory course in Political Science or its equivalent in History or IAS.
Same as L32 Pol Sci 326B
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: IS

U25 PolSci 3281 Introduction to American Social Welfare
The structure and origins of the social insurance and categorical assistance programs such as Medicare, Social Security, AFDC, and Food Stamps will be addressed. Public policy and academic controversies will be examined, which relate to universal health care and welfare reform.
Credit 3 units.

U25 PolSci 329 Women and Social Movements in the Third World
Women's social movements have a huge impact on politics around the world. This course focuses on the types of social movements in which women are now involved, the issues around which they mobilize, the avenues they employ to affect social change in their own communities, and the ideologies that inform their movements. Although the primary focus is on women's social movements, the course will begin with a general theoretical framework for all social movements and then move to examples of women's movements drawn from Latin America, Africa, Asia and Eastern Europe. Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units.

U25 PolSci 3291 Modern South Asian Politics
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&S: SS A&S IQ: SSC Art: SSC BU: HUM, IS

U25 PolSci 330 Topics in Political Science
Credit 3 units. UColl: PSA

U25 PolSci 331 Topics in Political Science
Credit 3 units. UColl: PSI

U25 PolSci 3310 Topics in Politics: Theories of Social Justice
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 331
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: HUM

U25 PolSci 3311 Environmental and Energy Issues
This course considers the major issues in these increasingly important areas of public policy. We will discuss the importance of political processes and actors on such phenomenon as pollution, global warming and wilderness protection. This course emphasizes the American experience but also considers international implications. Two lectures and one section meeting each week.
Same as L32 Pol Sci 332B
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: ETH

U25 PolSci 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.
Credit 3 units. UColl: PSA

U25 PolSci 3313 St. Louis Metropolitan Urban Politics
This course will focus on examining, analyzing, critiquing and exploring the political institutions, political operatives and political activities of the myriad various urban communities that comprise the greater St. Louis metropolitan urban region. Prerequisites: Prior academic course work, a professional background and/or a strong academic or applied interest in St. Louis politics or urban politics in general.
Credit 3 units. UColl: PSA

U25 PolSci 3314 Theories of Justice
Credit 3 units.

U25 PolSci 331B Gender and American Politics
Credit 3 units.

U25 PolSci 3322 Sustainability Policy
Credit 3 units.

U25 PolSci 3325 Political Theory and Literature
This course explores the political philosophical foundations of morality and the structure of moral systems. Fiction and political theory will provide the basis for our discussions and for the written assignments. Our focus on morality will give students the opportunity to discover the analytical contributions of fictional writing, to recognize themes that underpin political writings, and to explore the development and implications of different moral systems. We will read contributions by Rousseau, Smith, Rawls, and others.
Credit 3 units.

U25 PolSci 3326 Topics in Politics: Constitutional Politics in the U.S.
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 doctine 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&S: SS A&S IQ: SSC Art: SSC BU: BA

U25 PolSci 333 Business, Government and Society
How do businesses influence public policy, and how does public policy impact business activity? This course examines the connections between business, government and society, and analyzes specific cases in detail (such as genetically modified food; Equal Benefits for domestic partners; and riverboat gambling) to identify key stakeholders and understand the range of social, economic, and political issues that confront business organizations today. We will focus on the strategies that corporations and citizens use (such as lobbying, special interest groups, and PACs) to influence legislative and regulatory actions as well as public opinion.
Credit 3 units.

U25 PolSci 3331 Topics in Politics: Social and Political Movements
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 333
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA

U25 PolSci 3341 Public Policy Issues and Social Change
Public policy issues including civil rights, abortion, and the death penalty. The role and influence of the courts, interest groups, the Congress, the presidency, and public opinion on policy outcomes and social change.
Credit 3 units.

U25 PolSci 3342 Business and Public Policy
This course will examine the role of business in the formation of public policy. Students will explore the various tools and strategies used by business to influence public policy, including the role of lobbyists. Case studies from local, regional, national and international policy debates such as genetic engineering, privacy issues given technological advances, and corporate globalism will be used to illustrate concepts discussed in class. Students will discuss scientific, economic and cultural trends that could drive the formation of future public policy.
Credit 3 units.

U25 PolSci 335 Comparative Politics: Immigration Politics from a Comparative Perspective
Credit 3 units.

U25 PolSci 337 Topics in Politics: Social Problems and Social Issues
Survey of social problems and social issues in contemporary American society, such as racism, poverty, sexism, crime, and war.
Credit 3 units.

U25 PolSci 3371 Topics in Politics: Women, Power, and Politics

U25 PolSci 3372 Introduction to Public Administration
This course is designed to give students an introduction to issues, challenges, and opportunities associated with a career in the public and not-for-profit sectors. Students will develop a greater understanding of the history and role of public administration in America. The course will explore current topics in federal, state, regional, and local governance such as disaster preparedness and response, policies related to energy costs and conservation, balancing environmental concerns with economic development initiatives, and the impact of tax increases or budget cuts on programs. We will examine the diverse skills required for today's public sector managers, including working in a political environment, hiring and retaining public employees, public budgeting and accountability, working with the news media, policy advocacy and implementation, and program evaluations.
Credit 3 units.

U25 PolSci 338 Topics in Politics: International Institutions
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.

U25 PolSci 3382 Urban Politics and Administration
Among the motivating questions for this seminar are: What makes cities "tick"? How do different racial and ethnic groups cooperate or conflict to produce public policy? What role does personality play? Why do cities grow, and why do they decline? What impacts do state and national policy decisions have on cities? And, how does geography matter for urban growth? Through readings, guest speakers, lectures and independent research, students will gain insight into urban problems and opportunities.
Credit 3 units.

U25 PolSci 3383 National Security, Civil Liberties and the Law
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 3381
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC BU: BA EN: S

U25 PolSci 339 Topics in Politics: Democratic Politics in Central and Eastern Europe
This course examines the emergence of democratic processes and institutions in Eastern and Central Europe in the wake of the collapse of communist rule and the wars in Bosnia and the former Yugoslavia. We will focus on the origin and development of democratic political institutions, and how they influence political strategy in general and the creation of party systems in particular. Prerequisite: Introduction to American or Introduction to Comparative Politics.
Credit 3 units.

U25 PolSci 3391 Topics in Politics: Judicial Process
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.

U25 PolSci 3393 Comparative Politics: Democratization in Perspective
Credit 3 units.

U25 PolSci 3401 Topics in Politics
This course varies from semester to semester.
Credit 3 units.

U25 PolSci 341 American Electoral Politics
In this course we explore all facets of American political campaigns, with a special focus on the 2004 elections and a weekly analysis of the presidential campaign. Roughly half of the focus is on American political geography, as we analyze how different regions of the country behave politically and how the major issues and constituent groups break down along party lines. The second half of the course introduces students to the practical aspects of campaign politics, including mounting a campaign for political office in America, polling techniques, fundraising, grassroots organizing, media training and GOTV (Get Out The Vote) activity.
Credit 3 units. UColl: PSA

U25 PolSci 3411 Topics in Politics: Party Politics in America
Credit 3 units.

U25 PolSci 3421 Effective Leadership - From the Classroom to the Real World
This course will teach students the principles, strategies, and models of leadership, including case analysis of the process of managerial leadership, motivation, interpersonal relationships in work groups, both in military and business organizations, and their impact of organizational effectiveness. It will also allow students to apply these skills in hands-on assignments, exercises, and team-leading assignments. It is expected that by the end of the course, students will not only understand basic theories, but know how to apply them.
Credit 3 units.

U25 PolSci 343 Constitutional Law
This course is designed as an introduction to American constitutional law and legal analysis. The primary focus is on the Supreme Court's evolving interpretation of the constitution. Prerequisites: Into to American Government.
Credit 3 units.

U25 PolSci 344 Courts and Civil Liberties
Introduction to the philosophical bases and historical development of constitutional civil liberties. Substantial emphasis on the Supreme Court's interpretation of First Amendment guarantees and of the right to privacy. Prerequisite: sophomore standing, or permission of instructor.
Credit 3 units. UColl: PSA

U25 PolSci 3441 Courts and Civil Liberties: Defendant's Rights
This course explores 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&S: SS A&S IQ: SSC Art: SSC BU: BA, ETH

U25 PolSci 346 Topics in American Politics: Voting and Elections
Credit 3 units.

U25 PolSci 347 Contemporary Issues in American Politics: Campaigns, Elections, and the Policy Process
Focus will be on both the political dynamics surrounding the policy process (i.e., electoral influences) and the substantive content of policies such as Social Security, taxes, affirmative action, education, and welfare.
Credit 3 units.

U25 PolSci 348 On Citizenship
This course provides students with an understanding of the philosophy and practice of citizenship. We will study the historical foundations of Western conceptions of citizenship including Greek, Roman, and Enlightenment ideas of the citizen, as well as the roots of citizenship as expressed in America's founding documents. We also address competing philosophies of citizenship, including patriotism vs. cosmopolitanism, religious conceptions of citizenship, notions of King and subject, and blood and citizenship. The course concludes with an examination of current issues in citizenship including war and citizenship, service and citizenship, youth and citizenship, and immigration and citizenship.
Credit 3 units.

U25 PolSci 349 Spies and Lies: The Politics of National Intelligence
This course is about national intelligence. In the first 10 weeks of class, we will explore, in some depth, the intelligence process and the purpose of intelligence gathering. We will focus mostly, but not entirely, on the U.S. intelligence community and its experiences spying and carrying out covert actions abroad. This section of the course will emphasize some of the recent debates on the role, practices and problems of national intelligence.
In the final five weeks of the course, we will turn our attention to a few of the many normative questions raised by national intelligence. Can we justify spying or covert action in the democratic society? What are the proper limits on spying or covert action? Should the government seek approval from the

citizenry (or the courts) to spy? Should spies lie, blackmail, or torture to acquire information? How much of our intelligence-gathering functions should remain secrets? While we might not converge on one answer to any of these questions, we will attempt to bring rigor, clarity, and coherence to all of the answers we put forward.
Credit 3 units. UColl: PSC, PSI

U25 PolSci 351 Current Issues in Gender, Race, and the Law
Credit 3 units.

U25 PolSci 3510 Topics in American Politics: The Supreme Court
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 3510
Credit 3 units. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

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: SS A&S IQ: SSC BU: ETH UColl: PSA, PSC

U25 PolSci 353 Social Welfare Policy: Analysis and Action
This course develops social welfare policy knowledge and practice skills. Main substantive areas include history of social welfare policies and programs in the United States, social policy analysis, and policy practice skills for social justice and social change. Students will learn how political and social conditions and values (or ideology) of a time are translated into the articulation of a social problem, the process of policy formulation, and the policy implementation. They learn to analyze social policy in light of principles of social and economic justice. They also learn the role of policy in helping people and the current pattern of prevision of social services. Students become aware of issues and problems related to social welfare programs. Students learn how evidence are used and misused in policy process. Thus, this is a knowledge- and skill-building course, essential for students who wish to become social workers, lawyers or policy analysts.
Credit 3 units.

U25 PolSci 354 Interest Groups
Credit 3 units.

U25 PolSci 356 Women and Politics
Credit 3 units.

U25 PolSci 357B Gender and Politics in Global Perspective
This course uses research from the women and politics and comparative politics literatures to expose students to important contemporary topics and debates in political science. Integrating the "traditional" comparative politics, the class addresses questions regarding government institutions, political culture, parties and elections, political representation, and social movements. Through class discussion and assignments, students will also have the opportunity to apply what they have learned to important current event issues, such as the role of gender in the conflict in Darfur, the increase in female leaders cross-nationally, and the role of female voters in the 2008 presidential election. Thus, focusing on gender and politics issues in a comparative perspective, the course draws on examples of the status of women from various world regions and time periods to analyze topics central to comparative and international politics.
Credit 3 units.

U25 PolSci 361 Formal Approaches to Political Analysis
Credit 3 units.

U25 PolSci 3611 The First Amendment, Pornography, and Hate Speech: Feminist Analysis
Credit 3 units.

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 3690 Politics of International Trade
Same as L32 Pol Sci 3690
Credit 3 units. A&S: SS A&S IQ: SSC BU: IS

U25 PolSci 370 Topics in Politics: The European Union
Credit 3 units. UColl: PSC

U25 PolSci 371 Quantitative Methods
This course introduces students to the to the logic of scientific inquiry and to basic statistical methods used in political science. Emphasis is on learning to describe data, to understand the impact of randomness in statistical research, and to conduct and interpret statistical tests. Students will get hands-on computer lab experience using a popular statistical program, STATA.
Credit 3 units.

U25 PolSci 372 Impact: The Attack on America; Measurable Social, Political and Economic Outcomes
We will use North's (1990) framework for analysis to evaluate outcomes. We will look at data from two distinct perspectives, over time, as follows: 1) The Taliban/Afghanistan Perspective. Essentially, we will consider each category in the model, looking for change over time, to understand how the Afghanistan perspective evolved. We will look at Afghanistan culture and related institutional constraints regarding their effect on the policy outcome in Afghanistan (i.e., why did they do it?). We will look at opportunism and the roles of individual public entrepreneurs as they affected change and, ultimately, outcomes. What were

the interactions? What did they tell themselves, etc.? We will take a close look at how the Taliban interpreted and were affected by CIA actions during the recent Soviet/Afghanistan War. We will look at the effect of rapid, or discontinuous change in Afghanistan, and contrast that with change in the U.S., which is much more incremental. We will also predict the future, given different scenarios and possibilities. 2. The U.S. Perspective. We will consider each of the categories in the model. Our time frame would begin with the end of WW II. It will examine the U.S. perspective on the establishment of the Soviet Empire and Israel, come forward in time through the Soviet/Afghanistan War. Then we will analyze our Middle East policy during those and subsequent years. The focus will be on U.S. interactions. How did these interactions affect outcomes? We will be interested in why the U.S. was vulnerable to the September 11 attack. We will be interested in what happened as a result of the attack, to include social, political and economic changes. We probably will predict the future, again, under different scenarios.
Credit 3 units.

U25 PolSci 373 International Political Economy
International Political Economy (IPE) is an integrated field that encompasses politics, economics, and international relations. It requires analysis of how politics shapes the economy, and how the economy shapes politics. In this course students will study international economic relations by examining issues and policies as well as political philosophies and competing ideologies. Initially, students will explore the nature of international political economy. The course will then focus on international economic relations in the post-1945 period, emphasizing international monetary management, the political economy of international trade, multinational corporations, North-South relations and development issues. Note: Accelerated (ACTRAC) option: University College students have the option of taking this course for 4 units.
Credit 3 units. UColl: PSI

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 3771 Topics in International Politics: Gender Politics in Global Perspective
This course will address the topic of gender politics in three different ways. In the first part of the course, students will take a comparative political approach, in which we will examine the different roles of women in the politics of different countries. In the second part of the course we will look more globally and cross-nationally at gender politics, and explore how gender politics is addressed in institutions such as the European Union and the United Nations. The last part of the course will focus more on specific gender issues and the debates surrounding them. Note: Accelerated (ACTRAC) option: University College students have the option of taking this class for 4 units. Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units.

U25 PolSci 3773 Politics of Economic Development
Credit 3 units.

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 381 Politics of Electoral Systems
It is impossible to appreciate the variety of electoral systems used to select legislative bodies without taking a comparative perspective. We will begin this course with a brief consideration of what goals political founders and reformers are pursuing when they design an electoral system. Then we will define the conceptual dimensions along which electoral rules can vary. With these basic concepts in hand we can then study specific national cases to assess the impact of electoral laws on party systems, legislator behavior, and interbranch relations. After completing a series of case studies, we will return to a comparative perspective to discuss recent scholarly research in this field. Finally, we will conclude the semester by reconsidering the question of what founders and reformers can hope to achieve when selecting electoral systems.
Credit 3 units.

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 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
Same as L32 Pol Sci 4013
Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI

U25 PolSci 403 Effective Leadership - From the Classroom to the Real World
This course will teach students the principles, strategies, and models of leadership, including case analysis of the process of managerial leadership, motivation, interpersonal relationships in work groups, both in military and business organizations, and their impact of organizational effectiveness. It will also allow students to apply these skills in hands-on assignments, exercises, and team-leading assignments. It is expected that by the end of the course, students will not only understand basic theories, but know how to apply them.
Credit 3 units.

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 4121 Directed Readings in Political Science
Readings in political science under the direction of an instructor in the department.
Credit variable, maximum 3 units.

U25 PolSci 4131 Directed Reasearch 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.

U25 PolSci 418 Impact: The Attack on America; Measurable Social, Political and Economic Outcomes
We will use North's (1990) framework for analysis to evaluate outcomes. We will look at data from two distinct perspectives, over time, as follows: 1) The Taliban/Afghanistan Perspective. Essentially, we will consider each category in the model, looking for change over time, to understand how the Afghanistan perspective evolved. We will look at Afghanistan culture and related institutional constraints regarding their effect on the policy outcome in Afghanistan (i.e., why did they do it?). We will look at opportunism and the roles of individual public entrepreneurs as they affected change and, ultimately, outcomes. What were the interactions? What did they tell themselves, etc.? We will take a close look at how the Taliban interpreted and were affected by CIA actions during the recent Soviet/Afghanistan War. We will look at the affect of rapid, or discontinuous change in Afghanistan, and contrast that with change in the U.S., which is much more incremental. We will also predict the future, given different scenarios and possibilities. 2) The U.S. Perspective. We will consider each of the categories in the model. Our time frame would begin with the end of WW II. It will examine the U.S. perspective on the establishment of the Soviet Empire and Israel, come forward in time through the Soviet/Afghanistan War. Then we will analyze our Middle East policy during those and subsequent years. The focus will be on U.S. interactions. How did these interactions affect outcomes? We will be interested in why the U.S. was vulnerable to the September 11 attack. We will be interested in what happened as a result of the attack, to include social, political and economic changes. We probably will predict the future, again, under different scenarios.
Credit 3 units.

U25 PolSci 422 Topics
The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. UColl: PSA

U25 PolSci 427 Economic Systems in Theory and Practice
Same as U07 Econ 427
Credit 3 units.

U25 PolSci 4321 Equality and Public Policy in Europe, the United States, and Japan
What equality means to political elites in Europe, Japan, and America and their challengers. Role of values in relation to perceptions of economic and political equality; ways in which political institutions affect the incorporation of egalitarian demands onto the policy process.
Credit 3 units.

U25 PolSci 441 Business and Public Policy
This course will examine the role of business in the formation of public policy. Students will explore the various tools and strategies used by businesses to influence public policy, including the role of lobbyists. Case studies from local, regional, national and international policy events will be used to illustrate concepts. The class will discuss scientific, economic and cultural trends that could drive the formation of future public policy.
Credit 3 units.

U25 PolSci 4482 African-American Politicians in the City
Credit 3 units.

U25 PolSci 451 Human Nature and American Politics
The political behavior of presidents, politicians, and voters is often explained by saying "that's human nature." We will examine and critique our theories of human nature, and how we acquire and justify them. Readings will be drawn from American popular culture, political philosophy, political behavior research, sociobiology, and humanistic psychology. Prerequisite: junior standing.
Credit 3 units.

U25 PolSci 464 South Asian Societies: Politics and Culture in India, Pakistan, Afghanistan
The course focuses on the relationship between ethnic and cultural issues and political processes in the South Asian subcontinent. In both democratic and non-democratic nations, ethnic and cultural heterogeneity has a significant effect on the way that political institutions develop and operate. We look at the historical legacy of British rule, contemporary religious and ethnic conflicts and their role in politics, and the effects of economic development and globalization on traditional culture.
Credit 3 units.

U25 PolSci 4730 The Political Economy of Multinational Corporations
In this class we explore the literature in political science, management, and economics on the relationship between

multinational enterprises and domestic governments. The four main themes of the course are: 1) defining and understanding multinational enterprises, 2) governments attracting and competing for multinationals, 3) the impact of multinationals on economic development and groups within society, and 4) attempts to regulate multinationals both domestically and internationally.
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, psychology 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 psychology provides a sound basis for later professional graduate training in the MA or PhD level in psychology. The **psychology major** may also provide important intellectual tools for those considering careers in management, law, education, social work, public relations, and health-related professions.

Phone:	314-935-7650
Website:	http://ucollege.wustl.edu/programs/undergraduate/bachelors-psychology

Degree Requirements

The Major in Psychology

All University College undergraduate students must satisfy the same general-education requirements (p. 102).

Students majoring in psychology in University College must complete a minimum of 33 units in psychology, including the following:

Introductory Psychology Courses

Psych 100	Introduction to Psychology	3
Psych 300	Introductory Psychological Statistics	3
Psych 3015	Research Methods	3
Total units		9

Psychology Area Courses

Five upper-level (300-400) psychology courses as indicated below:

- **Group A - Social/Personality** (at least one course):

Psych 315	Introduction to Social Psychology	3
Psych 353	Psychology of Personality	3
Psych 381	Cross-Cultural Psychology	3

- **Group B - Abnormal/Affective** (at least one course):

Psych 354	Abnormal Psychology: The Major Mental Disorders	3
Psych 3195	Abnormal Child Psychology	3

- **Group C - Biological/Neurological** (at least one course):

Psych 3604	Cognitive Neuroscience	3
Psych 3401	Biological Psychology	3

- **Group D - Behavior & Cognition** (at least one course):

Psych 359	Cognitive Psychology	3
Psych 365	Learning and Memory	3

- **Group E - Lifespan Development** (at least one course):

Psych 322	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 4261	Psychology of Aging	3

Additional Electives

To complete the psychology major, students must complete 3 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 Psychology

University College students who major in psychology 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 4261)

  Psychology of Young Adulthood (new)

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 4261)

- **Elective Courses** (6 units) — choose two of the following (others with authorization):

  Memory & Aging (U09 Psych 308)

  Aging & Health Behavior (new)

  Social Gerontology (new)

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 psychology.

The Minor in Psychology

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

Visit https://courses.wustl.edu to view semester offerings for U09 Psych (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U09&crslvl=1:4).

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 207 Introduction to Aging
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 250 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 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 3011 Experimental Psychology
Psych 3011 is limited to students who have not taken Psych 300 and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 must also register for Psych 300. Psych 3011 fulfills the Psych 301 requirement for the major. Topics in the two courses (i.e., Psych 300 and Psych 3011) will be coordinated in order to integrate the concepts from Statistics with those from Experimental Psychology. Experimental Psychology 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. Lectures focus on general principles of experimentation while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of his or her own design under supervision of a faculty member. Enrollment limited to 15 students. Prerequisites: Psych 100B and concurrent enrollment in Psych 300.
Same as L33 Psych 3011
Credit 4 units. A&S: NS A&S IQ: NSM BU: BA

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 307 Aging in Cultural Context
This course will explore cultural diversity in later life, the experience and meaning of growing older within various cultural contexts both within the United States and in other countries. We will examine the impact of culture on a number of areas including: longevity and the demography of global aging; conceptualizations of the life course and late life; processes of human development as reflected in life histories of persons from diverse cultures; variations in self-concept in late life; attitudes toward older adults and definitions of "successful aging"; health beliefs and perceptions of health and frailty; social roles, status, and power in old age; family and intergenerational relationships; gender differences; self-care strategies and health care systems; living arrangements and care of the elderly; quality of life (and its measurement) in late adulthood; immigration and the aged; perceptions and treatment of late life cognitive decline; personality changes in late life; and end-of-life issues. Prerequisite: U09-100.
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 312 Sport Psychology
Overview of theoretical and applied principles of sport and exercise psychology. Special emphasis on psychological factors that affect sport performance, including personality, motivation, attention, anxiety, self-regulation of arousal, group dynamics, leaderships, causal attributions, and performance enhancement. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 313 Human Behavior in Extreme Situations
This course will familiarize students with psychological theory and research that attempts to answer the question: What are the protective factors that help people who find themselves in an extreme situation respond constructively to the stress they must cope with? Extreme situations are characterized by conditions that force individuals and groups to adapt themselves involuntarily, entirely and with the greatest of speed. Readings are drawn from two sources: literature that describes extreme situations and human response to the trauma they cause (e.g., prisoner behavior in Nazi concentration camps, brainwashing of American soldiers during the Korean War, and the response to a natural disaster and an airliner crash); and research on potentially protective psychological variables such as coping and resilience. Prerequisite: 6 units of course work in Psychology. Cannot count toward the requirements for the psychological and brain sciences major or minor for day students.

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 317 Psychology of War, Terrorism, and Peace
This course will promote understanding and critical thinking on war, terrorism, and peace from a psychosocial perspective. Intrapersonal, interpersonal and sociocultural sources of geopolitical conflict will be examined in both historical and contemporary contexts. Emphasis will be placed on understanding the psychosocial dimensions involved in a multidisciplined approach for the integration of political, economic, religious, and military interventions in resolving conflict and pursuing peace. Prerequisite: U09 100. Introduction to Social Psychology (U09-315) is also recommended.
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 320 Topics in Psychology: Self Definition in Film: A Social Psychological Perspective
Self-definition is the process by which we explore our talents and interests and come to consider them as defining features of who we are. This course focuses on self-definition from a social-psychological perspective as demonstrated by characters in popular film. The primary purpose of the course is to apply research and theory from perspectives on self-definition in evaluating the actions of characters in popular film. The course explores self-definition as a function of age (films: *Stand By Me*; *The Breakfast Club*; *American Beauty*; *Cocoon*), relationships (films: *He Said, She Said*; *Parenthood*; *Bye, Bye Love*), and group association (films: *A Bronx Tale*; *American History X*; *12 Angry Men*). The class meets for one 3.5 hour session weekly; most sessions will consist of a film screening, followed by a discussion of readings and the film.
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.
Credit 3 units.

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.

U09 Psych 327 The Psychology of Women
The various theories and perspectives of the interaction of sociocultural, biological, and early developmental factors on the behavior of women. Includes the impact of changing social/sexual roles on the psychology of women; psychopathology and women; psychotherapy and women. Special emphasis is placed on the issue of violence toward women in our society.
Credit 3 units.

U09 Psych 3281 Feminist Approaches to the Psychology of Women
Same as U92 WGSS 328
Credit 3 units.

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 336 Brain and Behavior
This course provides an overview of topics in neuropsychology and physiological psychology, including the structure and function of the nervous system, brain development and brain damage, sensory and motor systems, higher-level brain

functions such as memory and language, and the neurological basis of disease states such as Alzheimer's disease, stroke, and schizophrenia. Prerequisite: U09-100. Note: Accelerated (ACTRAC) option: University College students have the option of taking this class for 4 units.
Credit 3 units.

U09 Psych 337 Hearing
Provides the basics of human hearing and the background for further work in perception, auditory science, musical acoustics, environmental and architectural acoustics as well as the digital processing of sounds for speech, music, or virtual reality. Topics range from the detection of sounds to consideration of the dimensions of auditory experience such as pitch, loudness, timbre, and noisiness; effects of noise on hearing; and basics of the perception of speech and music. Prerequisites: Algebra and Trigonometry.
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.

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 3601 Creativity: Theory and Application
Same as U08 Educ 360
Credit 3 units.

U09 Psych 3604 Cognitive Neuroscience
To understand the mind we need to study the brain; to study the brain we have to understand the mind. This course offers an introduction to how cognitive psychology and neuroscience have met to understand the principles and mechanisms of brain function that give rise to human cognition. The course will present the methods employed by cognitive neuroscience and their application to the study of perception, attention, memory, language, executive control, and emotion. The emphasis will be placed on the multidisciplinary nature of inquiry within cognitive neuroscience.
Credit 3 units.

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 367 Seminar in Positive Psychology
Reviews the relatively recent development in the field known as "Positive Psychology." Topics may include: happiness and life-satisfaction, positive self-esteem, creativity, caring relationships, love — passionate and otherwise, empathy, optimism, ambition, moral character development, attachment, compassion, forgiveness, helping, work ethics, and successful aging. Designed to take a sampling of those aspects of psychology that emphasize the positive side of human nature. Prerequisite: Psych 100B and at least one 300-level course.
Credit 3 units.

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 372 Contemporary Topics in Social Psychology: Intolerance and Prejudice
The goal of this course is to provide an overview of classic and contemporary approaches to the study of stereotyping and prejudice. Prejudice will be discussed in terms of cognitive and motivational antecedents, situational and personality variables, and differences in political ideology. We will also explore the distinction between conscious and unconscious processes underlying prejudice. Cannot count toward the requirement for the psychological and brain sciences major or minor for day students. Prerequisite: U09 100. U09 315 recommended.
Credit 3 units.

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.

U09 Psych 375 Human Factors in Engineering
The application of psychology to such areas as systems design, automation, system safety engineering, workplace design, and environmental safety. Concepts drawn from areas including sensory, perceptual, and motor processes; human information processing and decision making.
Credit 3 units.

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.

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 homocide 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.

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 preceed 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 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 in January Hall, Room 20. A student may enroll in this course only once. 2-3 units.
Credit variable, maximum 3 units.

U09 Psych 401 Psychology and Computer Applications
Psychological issues related to the interaction of people with computers. Topics include human-computer interfacing, structural organization of work, response to graphics, and typical approaches to the development of experimental and next-generation technology. Prerequisites: U09-100 and 359.

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.

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 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 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 4109 History and Identity
Same as U08 Educ 4109
Credit 3 units.

U09 Psych 413 Contemporary Topics in Social Psychology: Intolerance and Prejudice
Consideration of selected contemporary topics in social psychology. Prerequisite: U09 100. U09 315 recommended. Cannot count toward the requirements for the psychological and brain sciences major or minor for day students.
Credit 3 units.

U09 Psych 4135 Human Behavior in Extreme Situations
This course will familiarize students with psychological theory and research that attempts to answer the question: What are the protective factors that help people who find themselves in an extreme situation respond constructively to the stress they must cope with? Extreme situations are characterized by conditions that force individuals and groups to adapt themselves involuntarily, entirely and with the greatest of speed. Readings are drawn from two sources, (a) literature that describes extreme situations and human response to the trauma they cause (e.g., prisoner behavior in Nazi concentration camps, brainwashing of American soldiers during the Korean War, and the response to a natural disaster and an airliner crash), and (b) research on potentially protective psychological variables such as coping and resilience. Prerequisites: junior or senior standing and 9 hours of course work in Psychology.
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.

U09 Psych 4261 Psychology of Aging
The processes of aging in terms of their behavioral effects: age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity.
Credit 3 units.

U09 Psych 430 Psychology and Technology
Study of the impact of computer and telecommunications technology on human behavior, primarily in the workplace. Topics include the effects of monitoring employee performance; human/computer interaction including virtual reality; applicability of multimedia on learning; artificial intelligence; and dissemination of information on organizational structure and decision making. Prerequisite: U09-100 or permission of instructor.
Credit 3 units.

U09 Psych 431 Cognitive Engineering
This applied course studies basic human cognitive processes (thinking, learning, remembering, decision-making) and the way in which they integrate and interface with the use of "tools" that extend human abilities (as wide ranging as guiding airliners, searching the internet, or writing term papers). The obvious benefits of such tools will be explored, together with the painful results that can occur when the characteristics of the individual using the tool are not carefully considered, and how such failures can be averted. The course will include the

development of projects in which each student studies the cognitive requirements of a simple behavioral situation, develops a design and evaluates it, and analyzes the results.
Credit 3 units.

U09 Psych 438 Flash Programming for the Social and Behavioral Sciences
This class consists of a step-by-step guide through the techniques necessary to program sophisticated online surveys and experiments. Techniques covered include coding questions with various types of responses (e.g., multiple-choice options and slider ratings); presenting words and pictures on the screen; randomization; recording responses; timing; and collecting data online. Students will gain a general idea of the principles of programming (i.e., the use of functions, variables, arrays, and conditional statements). A final project will involve each student (or pairs of students) designing and writing a program for their own survey or experiment.
Credit 3 units.

U09 Psych 440 Psychology of People and Ordinary Objects
Credit 3 units.

U09 Psych 443 Contemporary Clinical Psychoanalytic Theory
Psychoanalysis consists of several theories of mind as well as corresponding theories of the psychoanalytic and psychotherapeutic process. The former are referred to as metapsychology, and the latter as clinical psychoanalytic theory. This seminar will examine clinical psychoanalytic theory from contemporary psychoanalytic perspectives. Concepts such as the therapeutic alliance, transference, counter-transference, projective identification, resistance, acting out, insight and varieties of interventions (confrontation, clarification and interpretation) will be considered from the perspectives of ego psychology, developmental theory, object relations theory, self-psychological theory, Lacanian theory, feminist theory, relational theory, and postmodern psychoanalytic theory. Empirical and neuroscientific findings relating to the clinical psychoanalytic process will also be considered. Prerequisite: Psych 353 or instructor permission.
Credit 3 units.

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.[TM] 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.[TM] 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 455 Introduction to Clinical Psychology
Historical and recent developments in clinical psychology; the roles, training models, functions, and techniques of the clinical psychologist.
Credit 3 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 463 Genetics and Human Behavior
An introduction to behavior genetics, its basic concepts, methodologies, and research designs including twin, family, and

adoption studies. A comprehensive review of major advances in the genetics of cognitive abilities and disabilities, personality, and psychopathology. Emphasis on interpretation and critical evaluation of behavioral genetic data.
Credit 3 units.

U09 Psych 464 Behavioral Genetics
An introduction to behavior genetics, its basic concepts, methodologies, and research designs including twin, family, and adoption studies. A comprehensive review of major advances in the genetics of cognitive abilities and disabilities, personality, and psychopathology. Emphasis on interpretation and critical evaluation of behavioral genetic data.
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 470 Compensation Management
The methods of rewards for employee availability, capability, and performance: measures of performance, employment market issues, skill-building, and design of compensation packages of money and benefits to improve employees' work quality and productivity.
Credit 3 units.

U09 Psych 471 History and Modern Systems of Psychology
The historical development of specific areas of experimental psychology (e.g., sensation and perception, motivation, emotion, human learning and memory, cognitive science, and behavior; physiological, developmental, and social psychology). Historical backgrounds, systematic roots, major theories; and the current status of the areas.
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 478 Psychopathology of Childhood
This course will cover emotional problems specific to children with emphasis on developmental context of psychopathology. We will also examine family systems in relation to problems of childhood. Prerequisites: U09-100, plus U09-322 or U09-354 or permission of instructor.
Credit 3 units.

U09 Psych 479 Psychology and Psychopathology of the Family
Psychological development and psychopathology from a family systems perspective. Emphasis on the family as an interactive network of relationships where psychopathology is viewed in the context of a larger system of relationships rather than within a given individual. Discussion of theories and treatment strategies from the family therapy field.
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 will investigate the etiology and treatment of various chemical, substance, and behavioral addictions. Students will become familiar with the most prevalent theories of addiction as well as various treatment models. Emphasis will be placed on work within the field of Behavior Analysis and other related disciplines in an effort to supplement a comprehensive evaluation and understanding of addiction. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 489 Study for Honors
Acceptance into the Honors Program is based on superior performance as evidenced by the student's record in undergraduate course work and the written agreement (Petition for Permission to Enroll) of a member of the faculty of the department (or other approved supervisor) to supervise an Honors project. The student must complete 6 units of Honors work (3 units of Psych 498 and 3 units of Psych 499), submit an acceptable written thesis, and be recommended by the department. Recommendation for an Honors degree will be based on the evaluation of the written thesis and the student's overall performance as an undergraduate. Students in the Honors Program meet regularly in the Honors Seminar to discuss their research and become acquainted with the work of the other students. Psych 498 is a writing-intensive course. Permission of instructor is required for this course. Prerequisite: Psych 301 or 3011.
Same as L33 Psych 498
Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC

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 in January Hall, Room 20. Petition

must include the formal written research proposal. A student may enroll in this course only once.
Credit 3 units.

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 in January Hall, Room 20. A student may enroll in this course only once.
Credit 3 units.

U09 Psych 497 Supervised Field Study
An opportunity for participation, with supervision, in a nonacademic activity in a community mental health agency for course credit. Students may choose from a list of community programs approved by the psychological and brain sciences department or may propose to structure their own program. Criteria for approval and credit are: 1) the community program is an organized mental health program, 2) the student devotes a minimum of three hours per week to supervised work in the program, and 3) the student's work is directly supervised by a licensed psychologist. A student may not select for field study a program in which he/she has worked or volunteered during the past 12 months. The listing of approved programs and the petition forms to enroll in field study are available in January Hall, Room 20. Approval of the petition by the psychological and brain sciences department coordinator is required prior to enrollment. Open only to University College psychology majors. Prerequisite: advanced standing, completion of at least 12 units of psychology, and approval of the field study petition. A student may enroll in this course only once. Must be taken Credit/No Credit.
Credit 3 units.

Sustainability

The **Bachelor of Science in Sustainability** provides an interdisciplinary approach to understanding and resolving today's most pressing and complex environmental, economic, and social challenges. The program is built on a foundation of Arts & Sciences courses that examine sustainable living from multiple perspectives — scientific, political, economic, social, historical, philosophical, anthropological, and literary.

Grounded in this integrative approach and common understanding of the issues, students then choose one of three concentrations for greater in-depth study of sustainability:

1. Sustainable Environment and Science, for primary focus on environmental sciences, natural resources, and energy;
2. Sustainable Management and Organizations, for primary focus on sustainable business strategies and the triple bottom line — economic, social, environmental;
3. Sustainable Communities and Development, for primary focus on designing and managing sustainable spaces in our cities and communities.

The three concentrations include selected courses from Arts & Sciences, Business, Engineering, and Architecture.

The overarching goal of the Bachelor of Science in Sustainability is to provide students with knowledge and methods about sustainability, local to global, and to help improve the quality of individual lives, the productivity of institutions, and the security of our planet.

Candidates for the Bachelor of Science degree in Sustainability in University College may not simultaneously pursue a Certificate in Sustainability (Communities and Development, Environment and Science, Management and Organizations) offered by University College. Bachelor of Science in Sustainability students should pursue this category of courses as a concentration within the Bachelor of Science.

Contact:	Steve Lawler
Email:	slawler@wustl.edu
Website:	http://ucollege.wustl.edu/programs/undergraduate/bachelors-sustainability

Degree Requirements

Bachelor of Science in Sustainability

All University College undergraduate students must satisfy the same general-education requirements (p. 102). Requirements specific to this major include:

Total: 45 units

Required Core Courses: 30 units

Anthro 361	Culture and Environment	3
Bio 209	Introduction to Environmental Studies	3
Bio 364	Global Sustainability	3
Bus 358	Systems Thinking and Decision Analysis	3
Econ 355	Environmental Economics	3
ELit 313	Nature and the American Literary Imagination	3
or ELit 344	Nature Writing and Environmentalism	
Phil 2352	Environmental Ethics	3
PolSci 3312	Environmental and Energy Issues	3
SUST 328	Environmental Law: Applications Toward Sustainability	3
SUST 344	Global Development and Sustainability	3
Total units		30

Sustainable Environment and Science Concentration:

15 units, including required U19 SUST 450 Sustainability Capstone, and four other authorized electives chosen from below; other courses with authorization.

Bio 413	Environmental Science: Regional and Global Perspectives	3
Bio 419	Ecology	3
CIM 435	GIS for Engineers	3
EPSc 107	Environmental Geology and Energy	3
Hist 3643	Science and Society	3
SUST 146	Introduction to Energy, Environmental and Chemical Engineering	3

Students pursuing this concentration are advised to take Calculus and Statistics, to count toward math/science distribution or general elective.

Sustainable Management and Organizations Concentration:
15 units, including required U19 SUST 450 Sustainability Capstone, and four other authorized electives chosen from below; other courses with authorization.

Bus 270	Marketing Concepts	3
Bus 305	Leadership for Organizational Success	3
Bus 3501	Public Relations	3
Bus 356	Operations Management	3
Bus 375	Contemporary Organization Development: Creativity, Innovation, Sustainability	3
Bus 3777	Accounting and Finance for Sustainable Operations	3
HRM 520	Organizational Behavior and Administration	3

Sustainable Communities and Development Concentration:
15 units, including required U19 SUST 450 Sustainability Capstone, and four other authorized electives chosen from below; other courses with authorization.

Anthro 312	Ancient Civilizations of the Old World	3
ARCH 336A	Sustainability (A46)	3
ARCH 472	Sustainable Development (A46)	3
Bus 359	Introduction to Governmental Budgeting	3
History 3066	The American City in the 19th and 20th Centuries (L22)	3
SUST 106	Introduction to Political Theory	3
SUST 299	The Study of Cities and Metropolitan America	3
SUST 315	Introduction to Historic Preservation	3
SUST 343	Managing LEED Certification	3
SUST 352	Universal Design: Process, Principles, and Application	3
SUST 362	Practical Applications of Sustainable Design I	3
SUST 363	Practical Applications of Sustainable Design II	3

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

Visit https://courses.wustl.edu to view semester offerings for U19 SUST (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U19&crslvl=1:4).

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. A&S: SS A&S IQ: SSC 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 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) and their underlying geospatial science. Topics include spatial data types, map coordinate systems and projections, basic spatial data analysis, and processing and visualizing data in GIS. Lectures are supplemented with lab sessions to develop problem-solving skills using ESRI ArcGIS software (including ArcView/ArcInfo and its Spatial Analyst extension).
Same as U90 GIS 200
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.
Same as U29 Bio 209
Credit 3 units.

U19 SUST 219 Spirituality and Sustainability: Theories and Applications
This course addresses the role spirituality plays in sustainable living. We focus specifically on the concept of transcendentalism or unifying awareness, the moral foundation for relating interpersonally and with the natural world. Through examining selected economic and scientific readings, spiritual and indigenous traditions, and case studies, students develop a critical understanding of how spirituality and sustainability are interdependent and why this holistic perspective is a crucial element in decision analysis models. The foundation of our research includes E.F. Schumacher, Dr. Vandana Shiva, Michael Porter, and Dr. Donella Meadows; East Asian, Sufi, Hindu and Deep Ecology traditions plus Saami, Aramaic, and Aborigine cultures. Students in this course demonstrate applying systems thinking and decision analysis, relevant in complex environmental, economic and social equity challenges.
Credit 1 unit.

U19 SUST 2352 Environmental Ethics
A general survey of current issues in environmental ethics, focusing on problems such as global climate change, future generations and sustainability, protection of endangered species, animal rights, environmental degradation, resource depletion, global justice, and business obligations. Students will also learn some ethical and political theory.
Same as U22 Phil 2352
Credit 3 units.

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. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

U19 SUST 301 Advanced GIS
This course expands on the fundamental principles of GIS and applications of geographic information systems (GIS). The science behind many common GIS concepts are also covered. Topics include spatial database design, raster modeling, geostatistics, spatial analysis, GIS customization, and 3-D visualization. Lectures are supplemented with lab sessions to develop problem-solving skills using GIS software such as ArcGIS and Google Earth.
Same as U90 GIS 300
Credit 3 units.

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; conservation 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 plan in the urban core. How can people and nature coexist in ways that are mutually beneficial? This course will explore three things: (1) what urban ecology is: the underpinning and forerunners in the field; (2) why urban

ecology is important: potential benefits and impact in the social, economic and environmental realms; and (3) how urban ecology is being tested and applied around the world: implementation techniques and approaches. This course is designed to serve as an introduction to the topic of urban ecology, and may serve as a prerequisite for more in-depth course work, such as an educational trip to experience biophilic cities in person.
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 320 Spirituality and Sustainability: Theories, Traditions, Applications
This course examines the spiritual dimensions of the relationship between the Earth and its human inhabitants. We focus on the concept of holism, the foundation for relating interpersonally and with the natural world. First, we examine the ways cultural and theological assumptions have shaped peoples' treatment of the natural world. Next, we look at the ways changes in the environment have influenced human social and cultural patterns. For reference we examine selected economic, naturalist, and social justice readings; spiritual and indigenous traditions; and case studies of successful sustainability programs, assessing the ethical response to sustainability issues. Finally, we demonstrate applying the holistic systems model to sustainability issues.
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.

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.

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 sociological theories 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 352 Universal Design: Process, Principles, and Application
This multidisciplinary course will provide an introduction to the philosophy, principles, and practice of universal design in a variety of design disciplines including architecture, urban planning, and industrial design. Current international trends will be discussed in the context of the history of universal design and case studies of noteworthy examples. The course will include study of the connections between sustainable and universal design practices, recognition and elimination of barriers, limitations of accessible design practices, and the differences between regulatory standards and universal design outcomes. Students will examine the impact of the environment on people with differing abilities including variations in perception, cognition, and movement.
Credit 3 units.

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 103.
Same as U07 Econ 355
Credit 3 units.

U19 SUST 356 Operations and Supply Chain Management
Same as U44 Bus 356
Credit 3 units.

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 3610 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.
Same as U69 Anthro 361
Credit 3 units. UColl: NW

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 maximization of 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 3641 Strategic Planning
This course explores the theory and practice of strategic planning, with emphasis on designing effective organizations and managing change. Using case studies, we will examine and use fundamental principles and tools for organizational design and change as they relate to strategic planning and decision making. The course is especially useful for corporate executives and managers, board members, nonprofit directors, entrepreneurs, and student group leaders. Students develop written and oral presentation skills in the context of strategic planning, and design their own strategic plan as a capstone project.
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 3668 Tropical Field Biology and Primatology
This field course to the Peruvian Amazon gives students advanced training in field techniques relevant to primate conservation and research, and exposes them to the diverse community of plants and wildlife of the area. We study ornithology, herpetology, primatology, botany, and entomology, and train in field methods including spatial orienteering, biodiversity monitoring, radio telemetry, mist-netting of birds and bats, neo-tropical plant identification, tree-climbing, off-trail primate group follows, behavioral observations, and camera-trapping. Students will complete a daily observation log, primate census log, and species sightings list. Credit variable, 2 or 3 units. Students registered for 3 units required to submit a research paper due after the trip to the Peruvian Amazon. In addition to tuition, student costs include site fee, all airfare and ground transportation, some food and supplies, medical costs of any kind, and costs related to exigent circumstances. Medical insurance is required. Students are required to submit a course application before registration.
Same as U69 Anthro 3668
Credit variable, maximum 3 units.

U19 SUST 3669 Tropical Field Biology and Primatology - India
This field course to the Western Ghats of India gives students advanced training in field techniques relevant to primate conservation, biodiversity monitoring, and research, and exposes them to the diverse community of plants and wildlife of the area. We study ornithology, herpetology, primatology, botany, and entomology, and train in field methods including spatial orienteering, biodiversity monitoring, radio telemetry, tropical plant identification, behavioral observations, and camera-trapping. Students will complete a daily observation log, primate census log, and species sightings list. Course is 2 or 3 units and students are required to submit a research paper due after the trip to India for the 3-unit version of the course only. In addition to tuition, student costs include site fee, all airfare and ground transportation, some food and supplies, medical costs of any kind, and costs related to exigent circumstances. Medical insurance is required. Students are required to submit a course application before registration.
Same as U69 Anthro 3669
Credit variable, maximum 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 3711 International Agricultural Development and Policy
Same as U07 Econ 3711
Credit 3 units. UColl: NW

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 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 4111 Tropical Ecology and Tropical Rainforest Field Experience

This course explores the terrestrial ecosystems of the tropics, focusing predominantly on the lowland and mountain rainforests, mangroves, cloud forests, and tropical dry forests of the Neotropics. We examine the biological and ecological processes that influence ecosystem dynamics and biodiversity within representative communities. We discuss issues of conservation, sustainable development and resource use, and the human impact on these fragile ecosystems. Lectures are interspersed with student presentations and discussions of primary literature.
Same as U29 Bio 4111
Credit 4 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.
Same as U85 IA 5142
Credit 3 units. UColl: IAA

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

"The perennial architectural debate has always been, and will continue to be, about art versus use, visions versus pragmatism, aesthetics versus social responsibility. In the end, these unavoidable conflicts provide architecture's essential and productive tensions; the tragedy is that so little of it rises above the level imposed by compromise, and that this is the only work most of us see and know." —Ada Louise Huxtable. This course examines the ideological, political, economic and social determinants that have shaped the look of American architecture. Starting with a thorough survey of the historic development of American architecture pursued in a chronological reading of styles, forms, and major architects, the course examines key tensions in the development of American architecture. Students will undertake readings, site visits, and

discussions that probe whether there is a distinctly American mode of creating architecture, and what contingencies illuminate or obscure that mode. The central questions of this course: What are the definitive characteristics of American architecture? Does the American practice of architecture espouse an exceptionalism, or does it emulate international precedents (or both)? Do the characteristics of American architecture reveal the social, economic, and political structures of its production? Ultimately, can we read an American building to reveal sense 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 fulfills the Humanities and Fine Arts distribution requirement for the AMCS MA program.
Same as U89 AMCS 420
Credit 3 units. UColl: ACF, ACH

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. To receive a certificate from University College, one must have earned a cumulative grade point average of 3.0 or higher in all courses taken. Applicants must be admitted to a certificate program prior to completion of half of the course work required for the certificate.

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, as distribution or general elective courses. If a student is pursuing a bachelor's degree and a certificate, all courses applied to the certificate must be independent of the major. No overlap is permitted. 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 Behavior Analysis* (p. 223)
- Applied Mathematics (p. 224)
- Business (p. 224)
- Clinical Research Management (p. 225)
- Creative Writing (p. 225)
- Entrepreneurship, Leadership & Creativity (p. 231)
- Forensic Psychology (p. 232)
- Geographic Information Systems* (p. 232)
- Somatic Studies (p. 234)
- Strategic Communication (p. 234)
- Sustainable Communities and Development (p. 235)
- Sustainable Environment and Science (p. 241)
- Sustainable Management and Organizations (p. 241)

* denotes a certificate that is eligible for financial aid

Phone:	314-935-6700
Website:	http://ucollege.wustl.edu

Applied Behavior Analysis

The goal of the **Certificate Program in Applied Behavior Analysis** (ABA) is to introduce students to the field of learning and behavior analysis, and to provide training to individuals interested in designing, delivering, and evaluating behavioral interventions. Upon completion of the Certificate, students are prepared for employment in a variety of community and private settings such as support specialists in educational settings or in intensive behavior therapy programs for children with autism. In addition, the course work, along with appropriate practicum experience, will prepare individuals to sit for the Board Certified Assistant Behavior Analyst™ Examination.

Contact:	Sara Estle
Phone:	314-935-7650
Email:	sjestle@wustl.edu

Requirements

Certificate in Applied Behavior Analysis

Required Courses (19 units)

Psych 409	Introduction to Behavior Analysis	3
Psych 444	Applied Behavior Analysis I	3
Psych 445	Applied Behavior Analysis II: Procedures for Behavior Change	3
Psych 446	Applied Behavior Analysis: Research Methods and Evaluation	3
Psych 449	Applied Behavior Analysis Practicum (two semesters)	4
One approved elective		3
Total units		19

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 in the Courses section of this page 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:	http://ucollege.wustl.edu/areas/certificates/applied_math

Requirements

Certificate in Applied Mathematics

The undergraduate Applied Mathematics Certificate is earned by completing six upper-level (300-400) mathematics courses (18 credit units total), of which at least one must be Math 301 Differential Equations I or Math 309 Linear Algebra I. Both courses may be completed to fulfill the certificate requirements.

Required Courses

Math 301	Differential Equations I	3
or Math 309	Linear Algebra I	

Sample Elective Courses

Math 301	Differential Equations I	3
Math 305	Probability and Statistics I	3
Math 309	Linear Algebra I	3
Math 3101	Foundations for Higher Mathematics	3
Math 322	Biostatistics	3

Statistics Electives

Math 309	Linear Algebra I	3
Math 3101	Foundations for Higher Mathematics	3
Math 322	Biostatistics	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3

Business

The **Certificate in Business** (30 units) provides information, skills, and resources to help business managers become more effective organizational leaders. The course work, drawn from both Business and Arts & Sciences, addresses core competencies, diverse perspectives, and multiple contexts required for successful business management in the following areas:

- Organizational Behavior and Administration
- Communication
- Leadership and Supervision
- Strategic Planning
- Ethics
- Accounting, Finance, and Statistical Analysis
- Marketing
- Legal Issues
- International Business, Diversity, and Global Economics

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 already holding a degree but seeking professional development in a business setting.

Contact:	Steven Lawler
Email:	slawler@wustl.edu
Website:	http://ucollege.wustl.edu/areas/business/cert_business

Requirements

Certificate in Business

EComp 324	Professional Writing, Speaking, and Presentation	3
Bus 263	Financial and Managerial Accounting	3
Bus 251	The Law of Business I	3
Bus 125	Business Organization and Administration	3
or Psych 214	Introduction to Industrial and Organizational Psychology	
Bus 305	Leadership for Organizational Success	3
or Bus 220	Supervisory Management	
Bus 230	Strategic Planning and Policy	3
or Comm 362	Strategic Planning for Communications Professionals	
Bus 270	Marketing Concepts	3
or Comm 258	Introduction to Marketing	
or Comm 305	Market Research and Communications Strategies	
Bus 330	International Management: Leadership Across Cultures [1]	3
Phil 234	Business Ethics [2]	3
or Phil 120	Problems in Philosophy	
or Phil 131	Present Moral Problems	

or PolSci 333	Business, Government and Society	
Econ 231	Economic Statistics [3]	3
Total units		30

1 or any other 3-credit international studies course authorized by University College

2 or any other 3-credit ethics course authorized by University College

3 or any other statistics course authorized by University College

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:	Sally Anderson
Phone:	314-286-2363
Email:	sallyanderson@wustl.edu
Website:	http://ucollege.wustl.edu/areas/biology/undergrad_cert_research_management

Requirements

Certificate in Clinical Research Management

Requirements: 21 units

CRM 250	Fundamentals of Clinical Research Management I	3
CRM 251	Fundamentals of Clinical Research Management II	3
CRM 318	Introduction to Data & Information Management in Health Sciences	3
CRM 325	Research Ethics and Regulatory Affairs	3
CRM 350	Practicum/Capstone	3
CRM 353	Pharmacology for Clinical Research	3
CRM 430	The Business of Clinical Research	3
Total units		21

Creative Writing

University College offers a 16-unit Certificate Program 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/areas/arts_sciences/cert_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

EComp 316	Poetry Writing	3
EComp 317	Fiction Writing	3
EComp 318	Fiction Seminar (Prerequisite: EComp 317 or one published work)	3
EComp 3151	Nonfiction: Reading and Writing the Memoir	3
EComp 3153	Nonfiction Writing: The Varieties of Nonfiction	3

EComp 320	The Art and Craft of the Essay	3
EComp 323	The Art of the Personal Essay	3

Courses

Visit https://courses.wustl.edu to view semester offerings for U11 EComp (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U11&crslvl=2:4).

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 and permission of the department. Must be taken Credit/No Credit.
Credit variable, maximum 3 units.

U11 EComp 201 Composition Workshop
Credit 1.5 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 211 Practice in Composition
Review of expository method and basics of argumentation; critical and rhetorical analysis of various texts; frequent writing assignments. Recommended for students who have passed both U11-101 and 102 but want more practice to achieve a more than minimal level of writing competency. Some students are required to complete U11-211 in order to receive credit for U11-102 and to satisfy the composition requirement for the BS degree.
Credit 3 units.

U11 EComp 213 Writing II
An intermediate writing course that builds on the critical analysis skills that are the foundation of 101 and 102. Students in Writing II experiment with and develop different modes of written and oral communication, seeking new awareness of writing strategies and conventions. Course work culminates in a project that incorporates research, personal and analytical modes. Prerequisite: 101 or 102 or the equivalent (to be approved by the department).
Credit 3 units.

U11 EComp 214 Writing a Short-Short Story
Credit 1 unit.

U11 EComp 215 Professional Writing, Speaking, and Presentation
This is a course in organizational communications, drawing upon the "means of persuasion" from classical rhetoric to PowerPoint. We will practice writing, speaking, and listening in the various formats: paper, oral presentations, and internet. We will also conduct comparative analyses of what works best with varying topics, situations, audiences, purposes. Students must have an email account and access to the internet to take the course. Required for the Liberal Arts and Business Program (LAB) and the Business Communication Certificates.
Credit 3 units.

U11 EComp 216 Poetry Workshop
For those interested in studying and practicing how to write poetry, this course addresses imagery, diction, rhythm, and form — usually in connection with particular poems submitted by class members. Students are urged to bring manuscripts to the first meeting.
Credit 1 unit.

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 219 Playwriting Workshop
This is a first course on playwriting, from initial idea to the completion of a one-act play by each student. We will look at concepts of theme, plot, dialogue, conflict, foreshadowing, crisis, climax, and resolution. We will also examine techniques of the journal and notebook, scenario, character sketch, script formatting, first draft, and rewriting. Practical advice will be offered on staged readings and productions, and finding a market for the finished drama.
Credit 1 unit.

U11 EComp 221 Workshop in Writing Children's Fiction
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 257 The Art of Poetry
Examination of the tools of the trade from rhyme to reason in an effort to understand the value of poetry.
Credit 3 units.

U11 EComp 300 Independent Study

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 311 Advanced Exposition
For students who wish to extend and refine their writing skills: attention to organization, development, and style. Writing practice in a number of expository modes and styles, including critical analyses, reviews, and narratives.
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 315 Nonfiction Writing: Autobiography
For students interested in developing the art of writing nonfiction. Focus will vary; consult Course Schedule for description.
Credit 3 units.

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 3152 Life Stories: Memoir, Autobiography, Biography, Journals, Diaries, Letters
Readings will survey the multiple forms of literary self-expression that mark modern and contemporary culture. Examination of the narrative element in the many forms of life-writing and personal history. Student writing will experiment with one or more of the subheadings in the title. Seminar-workshop format, with emphasis on revision and group critiques of work in progress.
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 3154 Writing Local History
This is a survey of methods and resources (archival, documentary, oral, graphic) for writing local history. Subjects may include individuals, families, neighborhoods, ethnic groups, institutions, buildings, public places, environments, political movements, businesses, religious organizations, and social and cultural circles. Seeking to avoid the trivial or merely antiquarian, the course will aim to correlate local focus with big events and long-term consequences. The emphasis will be on, but not limited to, the St. Louis region. Students are required to complete a single term-length research project, culminating in an extended essay or article.
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 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 320 The Art and Craft of the Essay
Credit 3 units.

U11 EComp 322 Advanced Fiction Workshop
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 *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.
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
This is an introductory class in screenwriting where 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 fellow students' work, respond to it during workshop discussion, and provide written comments and suggestions. We will also watch selections from feature films, read excerpts from successful movie screenplays, and evaluate these from a craft perspective. Elements explored include: plot and structure, character, dialogue, theme, genre, style, and format. This is a practice-based course and previous screenwriting experience is not necessary.
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 334 Manuscript Preparation and Publication
This practical course guides writers who are ready to face the challenges of preparing their completed manuscripts for submission to publishers. Focusing on their individual manuscripts, student will learn the industry standards for presentation and formatting, perform market research, practice writing queries and synopses for editors and agents, and explore conventional and new approaches to publication and other forms of dissemination. Students will share and discuss their findings. Authors and editors of fiction, poetry, nonfiction, and features will speak to the class about manuscript submission and acceptance. Manuscripts may consist of poetry, fiction, or nonfiction, and range from feature length to book-length, but they must be complete and ready for submission; this is not a workshop for developing works as yet unwritten or for furthering works in progress. The course encourages a businesslike and committed approach to winning the publishing game.
Credit 3 units.

U11 EComp 335 Stunt Journalism Enacting the Story
This course will explore nonfiction reporting that not only embraces, but relies upon, the active participation, intervention, or orchestration of the reporter in the events of the story. The New Journalists made immersion journalism — in short, hanging out with one's subject — a mainstay of narrative nonfiction practice, but the tradition of the writer inserting herself into the story goes back much further, and comes in many forms. We'll read five books written by journalists who both create and observe their subject matter, considering themes of objectivity, purpose, access, and ethics. Students will brainstorm and execute a brief "stunt" reporting project during the course of the term. Books covered include: *Ten Days in a Mad-House* by Nellie Bly, 1887; *Black Like Me* by John Howard Griffin, 1961; *Rolling Nowhere* by Ted Conover, 1984; *Nickel and Dimed: On Not Getting By in America* by Barbara Ehrenreich (2001) and *Self-Made Man: One Woman's Year Disguised as a Man* by Laura Vincent (2006).

U11 EComp 336 Body of Work: Somatic Writing
Writing unfolds along the edge of the inner and outer world. And writing is also an edge-dweller in terms of theory and praxis, as it is an investigative process rooted in the sensing/experiencing body. There is increasing attention to the body in scholarship as well as a growing general interest in skilled and trained ways of experiencing. This class will be a mixed-genre composition course (foregrounding poems, but including flash fiction and creative nonfiction) built upon the idea of writing as a process of embodied critical thinking. We will enliven the understanding and practice of our medium by regarding the page as a performance/heightened space and the word as sound and gesture. Writing exercises will be complemented with practices adapted from principles of master teachers such as Eugene Gendlin, F.M. Alexander, choreographer Liz Lerman, and composer Pauline Oliveros. These prompts will be modified for writers, with a focus on honing and deepening attention to forms, movements, and patterns both on and off the page.
Credit 3 units.

U11 EComp 337 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 poetics 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 micro-blogging.
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 365 The Bible as Literature
Same as L14 E Lit 365
Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH

U11 EComp 370 Life Staged: From Oral History to the Stage
Same as U21 Drama 370
Credit 3 units.

U11 EComp 371 Narrative Structure and Story Development
Credit 3 units.

U11 EComp 389 Writing for Computer Users
A writing course that exposes the particular pitfalls involved in communicating computer concepts. Designed for both the programmer who is called upon to document programs and the writing professional tackling a new sort of communication task. Examines computer manuals and tutorials already on the market, from the well-wrought to the rotten. Methods for creating effective online and hardcopy documentation.

U11 EComp 390 Advanced Poetry Workshop
This course is an advanced seminar for students familiar with the process of writing poetry. Students will explore a variety of poetic forms and discover new ways to apply traditional approaches to their own work in progress. Close attention will be paid to the individual needs of each writer, with an emphasis on sharpening skills in the use of imagery, diction, rhythm, and rhyme. The course is in workshop format, with class discussion and constructive criticism of student work. Prerequisite: at least one class in creative writing or a published work.
Credit 3 units.

U11 EComp 397 Communications Skills for Corporate Survival
Principles of effective communication essential to all kinds of writing demanded of today's manager. Examination of the audiences addressed, information conveyed, and formats used in business writing. Emphasis on logic, clarity, and conciseness. Practice in the shorter kinds of writing most often required on the job: memos, letters, and informal reports.
Credit 3 units.

U11 EComp 398 Business Writing: Reports and Proposals
Continuation of 397, providing practice in developing skills needed for mastering longer and more complex forms of business writing. Formats, research methods, persuasive use of evidence and information, and visual aids. Students are encouraged to write on subjects that draw on their particular interests and expertise.
Credit 3 units.

U11 EComp 400 Independent Study
Credit variable, maximum 3 units.

U11 EComp 401 Writing for the Professional: Independent Project
The student and an adviser from his or her professional field design an extensive project that reflects the kinds of writing that the student does on the job. Biweekly meetings with the adviser and frequent evaluations to ensure the successful completion of the project. The final requirement for the certificate in Writing for the Professional; open only to students admitted to this program. Prerequisite: permission of the coordinator.
Credit 4 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 4101 Summer Writers Institute
Credit 1 unit.

U11 EComp 416 Poetry Writing
Credit 3 units.

U11 EComp 423 Topics in American Literature: American Modernist Fictions of Science
Same as L14 E Lit 423
Credit 3 units. A&S: TH, SD A&S IQ: HUM, SD Art: HUM

U11 EComp 425 The Art of the Essay
Emphasizes essay writing. Designed for advanced undergraduates.
Credit 3 units.

Entrepreneurship, Leadership and Creativity

The **Certificate in Entrepreneurship, Leadership, and Creativity** offers an innovative approach to the increasingly complex and changing business environment. The program includes four major elements:

- A toolkit of basic principles and skills for the study and practice of entrepreneurship and business startup
- Basic grounding in the theory and practice of social entrepreneurship, which focuses on the social, as well as the economic, value of entrepreneurial activity
- Analysis of the broader context of entrepreneurship, drawing on perspectives from Arts & Sciences disciplines to examine social, economic, historical, and cultural forces that influence the subject
- Multiple and interdisciplinary perspectives for examining creativity, leadership, and innovation as important elements of entrepreneurial thinking and behavior

The course work and instruction associated with the program is both theoretical and experiential, enabling students to apply course information to their current and prospective work environments.

While this is considered an undergraduate certificate program, all students, with different levels of academic background and professional experience, whose goals and interests in entrepreneurship and leadership are consistent with the program goals, may apply to the program or register for the courses as long as they have met program admission requirements and course prerequisites.

Contact:	Steven Lawler
Email:	slawler@wustl.edu
Website:	http://ucollege.wustl.edu/areas/business/cert_entrep

Requirements

Certificate in Entrepreneurship, Leadership, and Creativity

This is a 24-unit certificate program, composed of required courses and elective courses. Required courses: a) provide basic information, skills, and tools with which to understand and practice entrepreneurship, both in the conventional sense of business startup and the broader sense of social entrepreneurship; and b) provide strategies for effective leadership and management in a variety of entrepreneurial work environments.

Elective courses, which must be drawn from Arts & Sciences disciplines: a) place entrepreneurship and creativity in a broader historical and intellectual context; and b) provide different perspectives, examples, and applications associated with creativity, innovative thinking, and entrepreneurial activity.

All courses, required and elective, are University College evening courses. Other elective courses, evening and day, also may be taken, subject to University College approval.

Required Courses: 15 units

Bus 232	Entrepreneurship	3

Bus 263	Financial and Managerial Accounting	3
Bus 270	Marketing Concepts	3
Bus 305	Leadership for Organizational Success	3
Bus 410	Social Entrepreneurship	3

Forensic Psychology

Forensic psychology examines the intersection of human behavior and criminal justice, and it applies theories and skills from psychology to the legal system, including areas such as law enforcement, corrections, victim services, and the treatment of offenders. Forensic psychologists work in a variety of settings including correctional facilities, law enforcement agencies, police offices, school and university settings, community service agencies, and private practices. In addition to being a springboard for graduate study in psychology, sociology, criminal justice, and criminology, the Certificate complements undergraduate degrees in psychology, political science, sociology, anthropology, urban studies, biology, and chemistry.

Contact:	Dr. Sara Estle
Phone:	314-935-7650
Email:	sjestle@wustl.edu
Website:	https://ucollege.wustl.edu/programs/certificates/forensic-psychology

Requirements

Certificate in Forensic Psychology

Required Courses

Psych 376	Introduction to Criminology	3
Psych 377	Introduction to Forensic Psychology	3

At least 2 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)
- Criminal Typologies
- Psychology of Policing
- Psychology of Deception
- Introduction to Correctional Theory and Practice
- Principles of Forensic Assessment

Elective Courses

Students must take an additional two courses 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 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:	Aaron Addison
Phone:	314-935-6198
Email:	aaddison@wustl.edu
Website:	http://ucollege.wustl.edu/areas/certificates/gis

Requirements

Certificate in Geographic Information Systems

Required Courses: 15 units

GIS 200	Introduction to GIS	3
GIS 300	Advanced GIS	3
GIS 303	Digital Cartography	3
GIS 421	Spatial Data Modeling and Design	3
GIS 422	GIS Clinic (or GIS 450 Capstone Experience)	3
Total units		15

Elective Courses: 3 units

GIS 310	GIS Programming	3
GIS 425	Public Health Applications of GIS	3
GIS 426	GIS for Engineering Applications	3
GIS 427	Public Sector Applications of GIS	3

Courses

Visit https://courses.wustl.edu to view semester offerings for U90 GIS (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) and their underlying geospatial science. Topics include spatial data types, map coordinate systems and projections, basic spatial data analysis, and processing and visualizing data in GIS. Lectures are supplemented with lab sessions to develop problem-solving skills using ESRI ArcGIS software (including ArcView/ArcInfo and its Spatial Analyst extension).
Credit 3 units.

U90 GIS 300 Advanced GIS
This course expands on the fundamental principles of GIS and applications of geographic information systems (GIS). The science behind many common GIS concepts are also covered. Topics include spatial database design, raster modeling, geostatistics, spatial analysis, GIS customization, and 3-D visualization. Lectures are supplemented with lab sessions to develop problem-solving skills using GIS software such as ArcGIS and Google Earth.
Credit 3 units.

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 Python and JavaScript in desktop and web geographic information systems, including the basics of Python and GIS task automation, python object modeling and publishing geospatial web services, and building a JavaScript/HTML web mapping application. Topics include the arcpy python library, ArcGIS API for JavaScript, dojo JavaScript framework, and d3 visualization library. We first study python for GIS automation and scientific spatial analysis, then move from programming in desktop GIS to programming in web GIS. Students learn how to use ArcGIS Server and other web services to create REST-based geospatial services, and then implement those services to create web mapping applications using common JavaScript frameworks. By the end of the course, students will be able to develop their own desktop and web client analysis and mapping applications.
Credit 3 units.

U90 GIS 421 Spatial Data Modeling and Design
This course expands on the fundamental principles of GIS and applications of geographic information systems (GIS). The focus is covering common spatial database concepts. Topics include spatial database modeling, design, implementation; user needs assessments, CASE Tools and advanced geometry data types. Lectures are supplemented with lab exercises to develop problem-solving skills using GIS software and associated tools.
Credit 3 units.

U90 GIS 422 GIS Clinic
The GIS Clinic places students in real work settings 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 as well as 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.
Credit 3 units.

U90 GIS 425 Public Health Applications of GIS
This course examines the use of Geographic Information Systems 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 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 lab exercises. Lab exercises will leverage GIS software including ArcGIS, Google Earth, and various desktop applications.
Credit 3 units.

U90 GIS 426 GIS for Engineering Applications
This course examines the use of Geographic Information Systems (GIS) and spatial analysis concepts as they relate to typical civil and environmental engineering. The course requires an understanding of fundamental GIS principles and addresses practical real-world applications of GIS with a focus on working with CAD and GIS together. Topics addressed include establishing a GIS approach within an engineering workflow, targeted analysis tasks, spatial aspects of road design, highway corridor studies, environmental hazards, and more. Class meetings are a mix of lecture, discussion, and lab exercises. Lab exercises will leverage GIS software including ArcGIS, Google Earth, CAD software such as Bentley Microstation and AutoCAD along with various desktop applications.
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 department levels, problem solving with GIS, and geospatial project management. Lectures are integrated with

lab sessions using GIS software including ArcGIS, Google Earth, and Open Street Map.
Credit 3 units.

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
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Requirements

Certificate in Somatic Studies

The Certificate in Somatic Studies is composed of a minimum of 17 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 15 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.

Note: 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.

Dance 104	Body Conditioning	2
Dance 106	Introduction to Dance as a Contemporary Art Form	2
Dance 110	Topics in Dance: The Alexander Technique	2
Dance 115	Beginning T'ai Chi Ch'uan	2
Dance 116	Beginning T'ai Chi Ch'uan II	2
Dance 119	Body-Mind Balance	1
Dance 120	Yoga and Relaxation Techniques	2
Dance 157	Dance Workshop	1
Dance 176	Intro to Authentic Movement & Body-Mind Integration	2
Dance 177	Languages of Movement Expression	2
Dance 208	Introduction to Pilates	2
Dance 209	Awareness Through Movement: The Feldenkrais Method	3
Dance 212	Contact Improvisation	1
Dance 217	The Experiential Body	2
Dance 220	Intermediate Yoga	1
Dance 221	Mind Body Movement: Yoga and Pilates	2
Dance 285	Introduction to Somatic Practices (Required)	2
Dance 290	Movement For Writers	2
Dance 385	Special Studies in Somatics	var.; max 3
Dance 411	Teaching Creative Movement to Children	2
Dance 423	Topics in Dance: Dance Movement Therapy	2
Dance 430	Applied Anatomy for the Performing Artist	2
Dance 433	Somatic Awareness Approaches	3
Dance 436	Somatic Awareness Approaches II: Methodology	3

Strategic Communication

The **Certificate in Strategic Communication** provides essential skills for designing, implementing, and managing business communications programs for a range of corporate, agency, and nonprofit organizations. Students in the program learn to coordinate internal and external communications. Program components help students implement programs personally, manage in-house resources, or direct external teams of communications professionals.

The program provides in-depth instruction in writing, editing, and presentation along with analysis of critical concepts in communications research, management, marketing, advertising, public relations, technology, and media (print, broadcast, and digital) — and how these functions relate to each other in creating effective organizational communications.

A wide choice of electives allows students to customize a program to support individual career aspirations in disciplines

such as public relations or advertising, or to pursue more depth in business, research, or technology.

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Requirements

Certificate in Strategic Communication

The 21-unit program includes five required courses and two authorized elective courses.

Required Courses: 15 units

Comm 203	Writing For Business Communication	3
or JRN 211	Introduction to Journalism: Research to Writing	
Comm 262	Integrated Strategic Communications	3
Comm 3411	Technology for Managers: Tools and Strategies	3
Comm 3451	Effective Editing	3
EComp 324	Professional Writing, Speaking, and Presentation	3
Total units		15

Sustainable Communities and Development

Sustainable communities are planned, built, and modified to promote a quality of life that is ecologically responsible and inclusive to foster the creative use of our physical and cultural resources. The **Certificate in Sustainable Communities and Development**, designed primarily for professionals in architecture, planning, law, government, and development, offers knowledge and methods to design and develop sustainable places and spaces within our community. Grounded in a comprehensive understanding of the ecological, political, and social context of the subject, the program also offers students a set of specific practical skills with which to plan sustainable communities. The scientific, political, economic, and social implications of sustainable development and design are addressed in the core and elective courses. A studio-based capstone experience addresses the collaborative and integrative nature of sustainability development.

Contact:	Steven Lawler
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Requirements

Certificate in Sustainable Communities and Development

The program includes 21 units of undergraduate course work: 18 units in required courses noted below, 3 units in electives.

Required Courses:

ARCH 336A	Sustainability	3
Bio 364	Global Sustainability	3
SUST 319	Planning Sustainable Communities	3
or ARCH 472	Sustainable Development	
SUST 362	Practical Applications of Sustainable Design I	3
SUST 363	Practical Applications of Sustainable Design II	3
SUST 450	Sustainability Capstone	3
Total units		18

Courses

Visit https://courses.wustl.edu to view semester offerings for U19 SUST (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U19&crslvl=1:4).

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. A&S: SS A&S IQ: SSC 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 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) and their underlying geospatial science. Topics include spatial data types, map coordinate systems and projections, basic spatial data analysis, and processing and visualizing data in GIS. Lectures are supplemented with lab sessions to develop problem-solving skills using ESRI ArcGIS software (including ArcView/ArcInfo and its Spatial Analyst extension).
Same as U90 GIS 200
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.
Same as U29 Bio 209
Credit 3 units.

U19 SUST 219 Spirituality and Sustainability: Theories and Applications
This course addresses the role spirituality plays in sustainable living. We focus specifically on the concept of transcendentalism or unifying awareness, the moral foundation for relating interpersonally and with the natural world. Through examining selected economic and scientific readings, spiritual and indigenous traditions, and case studies, students develop a critical understanding of how spirituality and sustainability are interdependent and why this holistic perspective is a crucial element in decision analysis models. The foundation of our research includes E.F. Schumacher, Dr. Vandana Shiva, Michael Porter, and Dr. Donella Meadows; East Asian, Sufi, Hindu and Deep Ecology traditions plus Saami, Aramaic, and Aborigine cultures. Students in this course demonstrate applying systems thinking and decision analysis, relevant in complex environmental, economic and social equity challenges.
Credit 1 unit.

U19 SUST 2352 Environmental Ethics
A general survey of current issues in environmental ethics, focusing on problems such as global climate change, future generations and sustainability, protection of endangered species, animal rights, environmental degradation, resource depletion, global justice, and business obligations. Students will also learn some ethical and political theory.
Same as U22 Phil 2352
Credit 3 units.

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. A&S: SS A&S IQ: SSC Arch: SSC Art: SSC BU: BA

U19 SUST 301 Advanced GIS
This course expands on the fundamental principles of GIS and applications of geographic information systems (GIS). The science behind many common GIS concepts are also covered. Topics include spatial database design, raster modeling, geostatistics, spatial analysis, GIS customization, and 3-D visualization. Lectures are supplemented with lab sessions to develop problem-solving skills using GIS software such as ArcGIS and Google Earth.
Same as U90 GIS 300
Credit 3 units.

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; conservation 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 plan in the urban core. How can people and nature coexist in ways that are mutually beneficial? This course will explore three things: (1) what urban ecology is: the underpinning and forerunners in the field; (2) why urban ecology is important: potential benefits and impact in the social, economic and environmental realms; and (3) how urban ecology is being tested and applied around the world: implementation techniques and approaches. This course is designed to serve as an introduction to the topic of urban ecology, and may serve as a prerequisite for more in-depth course work, such as an educational trip to experience biophilic cities in person.
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 320 Spirituality and Sustainability: Theories, Traditions, Applications
This course examines the spiritual dimensions of the relationship between the Earth and its human inhabitants. We focus on the concept of holism, the foundation for relating interpersonally and with the natural world. First, we examine the ways cultural and theological assumptions have shaped peoples' treatment of the natural world. Next, we look at the ways changes in the environment have influenced human social and cultural patterns. For reference we examine selected economic, naturalist, and social justice readings; spiritual and indigenous traditions; and case studies of successful sustainability programs, assessing the ethical response to sustainability issues. Finally, we demonstrate applying the holistic systems model to sustainability issues.
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.

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.

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 sociological theories 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 352 Universal Design: Process, Principles, and Application
This multidisciplinary course will provide an introduction to the philosophy, principles, and practice of universal design in a variety of design disciplines including architecture, urban planning, and industrial design. Current international trends will be discussed in the context of the history of universal design and case studies of noteworthy examples. The course will include study of the connections between sustainable and universal design practices, recognition and elimination of barriers, limitations of accessible design practices, and the differences between regulatory standards and universal design outcomes. Students will examine the impact of the environment on people with differing abilities including variations in perception, cognition, and movement.
Credit 3 units.

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 103.
Same as U07 Econ 355
Credit 3 units.

U19 SUST 356 Operations and Supply Chain Management
Same as U44 Bus 356
Credit 3 units.

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 3610 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.
Same as U69 Anthro 361
Credit 3 units. UColl: NW

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 maximization of 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 3641 Strategic Planning
This course explores the theory and practice of strategic planning, with emphasis on designing effective organizations and managing change. Using case studies, we will examine and use fundamental principles and tools for organizational design and change as they relate to strategic planning and decision making. The course is especially useful for corporate executives and managers, board members, nonprofit directors, entrepreneurs, and student group leaders. Students develop written and oral presentation skills in the context of strategic planning, and design their own strategic plan as a capstone project.
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 3668 Tropical Field Biology and Primatology
This field course to the Peruvian Amazon gives students advanced training in field techniques relevant to primate conservation and research, and exposes them to the diverse community of plants and wildlife of the area. We study ornithology, herpetology, primatology, botany, and entomology, and train in field methods including spatial orienteering, biodiversity monitoring, radio telemetry, mist-netting of birds and bats, neo-tropical plant identification, tree-climbing, off-trail primate group follows, behavioral observations, and camera-trapping. Students will complete a daily observation log, primate census log, and species sightings list. Credit variable, 2 or 3 units. Students registered for 3 units required to submit a research paper due after the trip to the Peruvian Amazon. In addition to tuition, student costs include site fee, all airfare and ground transportation, some food and supplies, medical costs of any kind, and costs related to exigent circumstances. Medical insurance is required. Students are required to submit a course application before registration.
Same as U69 Anthro 3668
Credit variable, maximum 3 units.

U19 SUST 3669 Tropical Field Biology and Primatology - India
This field course to the Western Ghats of India gives students advanced training in field techniques relevant to primate conservation, biodiversity monitoring, and research, and exposes them to the diverse community of plants and wildlife of the area. We study ornithology, herpetology, primatology, botany, and entomology, and train in field methods including spatial orienteering, biodiversity monitoring, radio telemetry, tropical plant identification, behavioral observations, and camera-trapping. Students will complete a daily observation log, primate census log, and species sightings list. Course is 2 or 3 units and students are required to submit a research paper due after the trip to India for the 3-unit version of the course only. In addition to tuition, student costs include site fee, all airfare and ground transportation, some food and supplies, medical costs of any kind, and costs related to exigent circumstances. Medical insurance is required. Students are required to submit a course application before registration.
Same as U69 Anthro 3669
Credit variable, maximum 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 3711 International Agricultural Development and Policy
Same as U07 Econ 3711
Credit 3 units. UColl: NW

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 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 4111 Tropical Ecology and Tropical Rainforest Field Experience

This course explores the terrestrial ecosystems of the tropics, focusing predominantly on the lowland and mountain rainforests, mangroves, cloud forests, and tropical dry forests of the Neotropics. We examine the biological and ecological processes that influence ecosystem dynamics and biodiversity within representative communities. We discuss issues of conservation, sustainable development and resource use, and the human impact on these fragile ecosystems. Lectures are interspersed with student presentations and discussions of primary literature.
Same as U29 Bio 4111
Credit 4 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.
Same as U85 IA 5142
Credit 3 units. UColl: IAA

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
"The perennial architectural debate has always been, and will continue to be, about art versus use, visions versus pragmatism, aesthetics versus social responsibility. In the end, these unavoidable conflicts provide architecture's essential and productive tensions; the tragedy is that so little of it rises above the level imposed by compromise, and that this is the only work most of us see and know." —Ada Louise Huxtable. This course examines the ideological, political, economic and social determinants that have shaped the look of American architecture. Starting with a thorough survey of the historic development of American architecture pursued in a chronological reading of styles, forms, and major architects, the course examines key tensions in the development of American architecture. Students will undertake readings, site visits, and discussions that probe whether there is a distinctly American mode of creating architecture, and what contingencies illuminate or obscure that mode. The central questions of this course: What are the definitive characteristics of American architecture? Does the American practice of architecture espouse an exceptionalism, or does it emulate international precedents (or both)? Do the characteristics of American architecture reveal the social, economic, and political structures of its production? Ultimately, can we read an American building to reveal sense 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 fulfills the Humanities and Fine Arts distribution requirement for the AMCS MA program.
Same as U89 AMCS 420
Credit 3 units. UColl: ACF, ACH

Sustainable Environment and Science

The **Certificate in Sustainable Environment and Science** provides an interdisciplinary approach to understanding and resolving today's most pressing and complex environmental and ecological challenges. The program includes foundation courses that examine sustainable living from multiple perspectives, as well as more targeted courses that focus on environmental sciences, natural resources, and energy.

Contact:	Steven Lawler
Email:	slawler@wustl.edu
Website:	http://ucollege.wustl.edu/areas/certificates/sustainable_environment

Requirements

Certificate in Sustainable Environment and Science

The program includes 21 units of undergraduate course work: 9 units in required courses noted below, and 12 units in electives noted below (others with authorization).

Required Courses: 9 units

Bio 364	Global Sustainability	3
or Bio 413	Environmental Science: Regional and Global Perspectives	
or SUST 344	Global Development and Sustainability	
Bus 358	Systems Thinking and Decision Analysis	3
SUST 450	Sustainability Capstone	3
Total units		9

Elective Courses: 12 units chosen from

Anthro 361	Culture and Environment	3
Bio 419	Ecology	3
CIM 435	GIS for Engineers	3
Econ 355	Environmental Economics	3
PolSci 3311	Environmental and Energy Issues	3
SUST 328	Environmental Law: Applications Toward Sustainability	3
SUST 329	The Metropolis	3
Other courses with authorization		

Sustainable Management and Organizations

The **Certificate in Sustainable Management and Organizations** provides an interdisciplinary approach to understanding and resolving today's most pressing and complex business and organizational challenges. The program includes foundation courses that examine sustainable living from multiple perspectives, as well as more targeted courses that focus on sustainable business, management, and leadership strategies, including the triple bottom line — economic, social, and environmental.

Contact:	Steven Lawler
Email:	slawler@wustl.edu
Website:	http://ucollege.wustl.edu/areas/certificates/sustainable_management

Requirements

Certificate in Sustainable Management and Organizations

The program includes 21 units of undergraduate course work: 9 units in required courses noted below, and 12 units in electives noted below (others with authorization).

Required Courses: 9 units

SUST 344	Global Development and Sustainability	3
Bio 364	Global Sustainability	3
or Bio 413	Environmental Science: Regional and Global Perspectives	
or Bus 358	Systems Thinking and Decision Analysis	

SUST 450	Sustainability Capstone	3
Total units		9

Elective Courses: 12 units chosen from

Bus 305	Leadership for Organizational Success	3
Bus 3501	Public Relations	3
Bus 356	Operations Management	3
Bus 375	Contemporary Organization Development: Creativity, Innovation, Sustainability	3
HRM 559	Strategy Formation and Organizational Effectiveness	3
HRM 582	Corporate Finance	3
NPM 525	Financial Management of Nonprofit Organizations	3
SUST 328	Environmental Law: Applications Toward Sustainability	3
SUST 329	The Metropolis	3
SUST 3777	Accounting and Finance for Sustainable Operations	3

Additional Programs

University College offers the following additional undergraduate programs:

- Accelerated Programs (p. 242)
- Associate in Arts Degree (p. 242)
- Combined BS/Master's Program (p. 244)
- Minors (p. 244)
- Special Audit and Day Audit Programs (p. 245)
- Summer Experiences (p. 245)
- Undergraduate Honors Program (p. 246)
- Visiting Students (p. 246)

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 "One-Week Only," "8-Week" courses, and "Weekend Only."

ACTRAC (http://ucollege.wustl.edu/areas/accelerated_programs/ACTRAC)

Adult students wanting to advance more quickly toward their degree can do so with University College's Accelerated Track program, or ACTRAC.

Eligible University College students may 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.

To qualify, students must be admitted to a University College undergraduate degree program, have successfully completed at least 12 credits, completed a college-level English composition course with a grade of B or better, have a 3.0 minimum GPA, and written approval from a University College adviser. When 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 will be specified by the instructor, and will normally include extra reading, writing, and research.

Back-to-Back Online (http://ucollege.wustl.edu/areas/accelerated_programs/online)

Courses scheduled "Back-to-Back" permit a student to take two courses per evening. Back-to-Back courses require 30 minutes, minimum, of weekly online activities. Back-to-Back courses are scheduled only during the spring and fall semesters.

Combined BS/Master's Program (http://ucollege.wustl.edu/areas/accelerated_programs/bs_ma_program)

The Combined Bachelor's/Master's Degree Program 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. Admission requirements for the Associate in Arts degree include a high school diploma or its equivalent; 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.

University College offers the Associate in Arts degree with concentrations in:

- Anthropology
- Clinical Research Management
- Communications
- Economics
- English
- Global Leadership and Management
- Health Care
- History
- Humanities
- Industrial and Organizational Psychology
- International Studies
- Journalism

For more information about Associate in Arts degree requirements and policies:

Phone:	314-935-6700
Website:	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, concentration, and residency requirements. Additionally, students must complete an 18-unit concentration with grades of C- or better in all courses. At least half the units for the concentration must be completed at Washington University. 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:

EComp 101 Principles of Writing*

EComp 203 Critical and Researched Writing*

One 3-unit course in oral presentation*

One 3-unit course in numerical applications with a minimum grade of C- which may be applied to the Mathematics distribution requirements as noted in this section.**

One 3-unit course in moral reasoning, which may be applied to the Social Sciences or Humanities distribution requirements noted in this section.**

One 3-unit course in non-Western culture, which may be applied to the Social Sciences or Humanities distribution requirements as noted below. Courses that satisfy the non-Western culture requirement focus on the study of cultures in societies outside of English-speaking North America and Western Europe, including Africa, East Asia, South Asia, Europe, Latin America, or the Middle East, and encourage students to explore issues of human diversity within such cultures.**

Additional Basic Requirements for Associate in Arts with Concentration in Business and Communication Studies:

- Microeconomics or Macroeconomics
- One course in applied mathematics or statistics
- One course in information technology

Additional Basic Requirements for Associate in Arts with Concentration in Global Leadership and Management:

- Microeconomics or Macroeconomics
- Economic Statistics
- Technology for Managers

*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 is required of all undergraduate degree candidates, and this course must be taken at Washington University. 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. A single course can count toward any two of the following categories: 1) concentration; 2) basic requirements for oral presentation, numerical applications, moral reasoning, and non-Western culture; 3) distribution requirements.

Distribution Requirements: 18 units (6 units in each area noted below). A maximum of 3 units from one discipline may apply toward any distribution area.

- Natural Sciences and Mathematics
- Social Sciences
- Humanities

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 (http://ucollege.wustl.edu/areas/accelerated_programs/bs_ma_program) 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/students/prospective/apply) (available on our website) 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 based on submission of Application for Graduate Admission in 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 Clinical Research Management is conferred by University College.

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

Minors

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 minor is available only to students admitted to a University College Bachelor of Science degree program. If a student has a major and a minor, all course work applied to the minor must be independent of the major. No overlap is permitted. Major or minor course work may be applied to distribution requirements for general education. 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. Students may not pursue a minor in an area for which a certificate is offered in University College.

To declare a minor, submit a completed "Minor" form to an academic adviser in University College before beginning the final 36 units of course work.

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. 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.

To register for the Special Audit option, students should enter "SA" in the grade option box when they register online.

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 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).

Phone:	314-935-6700
Website:	http://ucollege.wustl.edu/audit

Summer Experiences

The Summer Experiences at Washington University in St. Louis offer a variety of summer programs for academically advanced middle and high school students.

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 one-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.

High School College Access

The High School College Access program allows juniors and seniors in high school to enroll in one or two introductory-level evening courses during the fall or spring semesters, and day or evening courses during the summer semester, while commuting from home. There are also a select number of online courses for students living both in St. Louis and outside of the St. Louis area.

EducationUSA Academy

The EducationUSA Academy at Washington University in St. Louis is a noncredit program for international students seeking to improve their English proficiency while learning about the American college experience. This three-week residential program is open to rising sophomores, juniors, and seniors students living outside of the United States. Limited scholarship assistance is available to students who demonstrate financial need.

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. Residential and commuter options are available. 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 any of our programs:

Contact:	Becki Baker
Phone:	314-935-4807
Email:	b.baker@wustl.edu
Website:	http://summerexperiences.wustl.edu

Undergraduate Honors Program

The Undergraduate Honors Program in University College offers high-achieving students the opportunity to join a learning community dedicated to an exceptionally rigorous, flexible, and independent program of study that takes advantage of courses and services across Washington University. The program includes academic and co-curricular activities that build on the experience of adult learners; fosters intellectual curiosity; and strengthens skills in critical thinking, reading, writing, and research. Honors Program course work also engages students with ethical questions, historical and cultural forces, and global perspectives.

Upon completion of the Honors Program, eligible students will be awarded the BS cum laude, magna cum laude, or summa cum laude through achievement of minimum cumulative averages of 3.65, 3.75, or 3.85 respectively, recommendation by the academic department or program, and evaluation of the research and writing project. Honors Program components include dedicated honors courses; additional courses on the American experience and global environment; day course options in Arts & Sciences; departmental research project; Latin Honors; capstone presentation; dedicated advising; dedicated co-curricular activities; and scholarships for honors students.

For more information about the Undergraduate Honors Program:

Website:	http://ucollege.wustl.edu/students/undergraduate/honors

The 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

- Individuals wishing to participate in the Visiting Student Program in Arts & Sciences must apply online (http://ucollege.wustl.edu/students/prospective/apply) and provide all requested information.
- 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 (http://offcampushousing.wustl.edu), 314-935-9511.

Website: http://ucollege.wustl.edu/areas/special_programs/visiting_students

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 with Washington University undergraduates, 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 website (http://pages.wustl.edu/fudansummer) or call 314-935-4695.

Innovation Institute

American and visiting undergraduate students learn fundamentals of innovation in courses in Entrepreneurism and Design Thinking. Students are integrated into the St. Louis start-up community in this residential five-week, 6-unit program. For more information, visit our website (http://summerschool.wustl.edu) or call 314-935-4695.

Institute in Biology for Science Teachers

Science teachers earn 6 units of graduate credit in this hands-on, three-week summer institute. Participants interested in continuing on to earn an MS in Biology for Science Teachers can take online courses during the academic year. For more information, call 314-935-8974.

International Summer Study

Visiting international students enroll in two courses, attend social and cultural events, and meet with representatives from schools and departments. Students can attend institutes in Global Leadership, Innovation, and American Politics & Culture, or enroll in Arts & Sciences courses. For more information, visit our website (http://summerschool.wustl.edu/international) or call 314-935-4695.

McDonnell Academy International Leadership Institute (MAILI)

MAILI invites students to participate in the McDonnell Academy's vision of broadening international understanding and cooperation among the people and institutions of the world. In this five-week, 6-unit academic experience, American and international undergraduates develop leadership skills, study global issues, build a global community, and experience international culture. For more information, visit our website (http://summerschool.wustl.edu) 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 modern humor writing, 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. Courses are conducted on Washington University's campus — home to a century of great writing, from reluctant student Tennessee Williams to current National Book Award Finalist Carl Phillips. For more information, visit our website (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 website (http://summerschool.wustl.edu) 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 begin or enhance Chinese and Japanese language programs. For more information, visit our website (http://summerschool.wustl.edu) or call 314-935-4695.

Contact: Christina Zebrowski
Phone: 314-935-4695
Email: clzebrow@wustl.edu
Website: 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. Back-to-back courses permit a student to take two courses per evening. Each blended, back-to-back course meets for two hours, and additional instruction takes place online.

University College online courses are distinguished by small class sizes that engage students 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. Blackboard is the online learning management system that Washington University in St. Louis uses across all campuses. Blackboard provides students with instant access to their grades, syllabi, and schedules. Students can keep in touch with professors and collaborate with peers online, anytime. Blackboard also provides mobile apps for phones and tablets.

For information about online learning in University College, including course and degree program options, visit our website (http://ucollege.wustl.edu/online/overview).

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 opportunities. For more information on personal and professional development programs, please call 314-935-6700 or visit the University College website (http://ucollege.wustl.edu).

Noncredit Short Courses

University College offers a wide range of noncredit short courses for personal enrichment and professional development. Taught by Arts & Sciences faculty at Washington University, as well as experienced practitioners, noncredit courses address contemporary questions and provide skills for job enhancement and career development in a variety of business and organizational settings. Anyone interested in lively discussion and lifelong learning for personal or professional development should try a noncredit short course.

Arts & Sciences Special Audit Program

The Arts & Sciences Special Audit Program provides the opportunity to audit selected undergraduate and graduate courses offered by University College and Arts & Sciences at a reduced fee on a noncredit, space-available basis. Courses are scheduled during day and evening hours for fall and spring. 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. The special audit option in University College makes it easy to challenge oneself to high quality continuing education at Washington University.

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 offers a wide variety of courses that emphasize peer learning and active class participation by senior adults. Study groups are not for credit and there are no exams or grades. Nevertheless, all members of this learning community take their responsibilities seriously, and student participation is an essential element in our continuing vitality. There are 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 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 LLI 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 30, 2016, 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:

Grade	Points per Unit
A+	**4.0**
A	**4.0**
A-	**3.7**
B+	**3.3**
B	**3.0**
B-	**2.7**
C+	**2.3**
C	**2.0**
C-	**1.7**
D+	**1.3**
D	**1.0**
D-	**0.7**
F	**0.0**
CR	**Credit awarded, but work was not subjected to more precise evaluation**
NCR	**No credit/student's work was not satisfactory**
N	**No grade received by the Registrar's Office by the grading deadline**
I	**Incomplete/semester's work not finished, including failure to complete final exam**
W	**Withdrawal/student withdrew from course prior to completion**
R	**Repeat/course has been retaken**
S	**Satisfactory, used almost exclusively for semester hours earned for research**
L	**Audit/student satisfactorily audited the course throughout the semester**
Z	**Audit/student did not satisfactorily audit the course**

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. 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. A maximum of 30 units in transfer credit for online courses may be awarded for University College approved course work from other appropriately accredited institutions.

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. 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 of 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, all course work applied to the minor must be independent of the major. No overlap is permitted. 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, all courses applied toward the certificate must be independent of the major. No overlap is permitted. (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: 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 all 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, 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 the same course may not apply to both a major and a 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 cumulative grade point average of 3.0 or higher in all courses taken toward the minor. Students may not pursue a minor in an area for which a certificate is offered in University College. To declare a minor, students must submit a completed "Minor" form to an academic adviser 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 our 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 our website (http://ucollege.wustl.edu).

Honors & Awards

Undergraduate Honors Program

The Undergraduate Honors Program in University College offers high-achieving students the opportunity to join a learning community dedicated to an exceptionally rigorous, flexible, and independent program of study that takes advantage of courses and services across Washington University. The program includes academic and co-curricular activities that build on the experience of adult learners; foster intellectual curiosity; and strengthen skills in critical thinking, reading, writing, and research.

Honors Program course work also engages students with ethical questions, historical and cultural forces, and global perspectives. Upon completion of the Honors Program, eligible students will be awarded the BS cum laude, magna cum laude, or summa cum laude through achievement of minimum cumulative averages of 3.65, 3.75, or 3.85 respectively, recommendation by the academic department or program, and evaluation of the research and writing project. Honors Program components include dedicated honors courses; additional courses on the American experience and global environment; day course options in Arts & Sciences; departmental research project; Latin Honors; capstone presentation; dedicated advising; dedicated co-curricular activities; and scholarships for honors students.

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

University College is affordable, enabling students to pursue a Washington University education at a fraction of the cost of a full-time day program.

Tuition and Fees

Tuition rates for University College undergraduate and graduate courses can be found in the fall, spring, and summer Course Schedules and online on our website (http://ucollege.wustl.edu/tuition). 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

Refunds are calculated from the date the student completes a course change online. Refunds are sent via check or credited back to the credit card that was previously charged. Check refunds can be picked up at Student Financial Services in North Brookings Hall. Checks not picked up within two weeks are mailed to the student's local address. More information can be found in the fall, spring, and summer Course Schedules and online on our website (http://ucollege.wustl.edu/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. Visit our website (http://ucollege.wustl.edu/financial/sources). You can learn more about financial assistance options and obtain the appropriate forms 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. For more information, visit our website (http://ucollege.wustl.edu/financial).

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 website (https://ucollege.wustl.edu/tuition/employee).

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 website (https://ucollege.wustl.edu/tuition/employee).

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 website (http://ucollege.wustl.edu/tuition/payment).

University City Teachers: Teachers in the University City school district may take University College courses at a substantial discount. Verification of employment must be presented at the time of registration. For more information, call 314-935-6700.

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 website (http://ucollege.wustl.edu/yellowribbon).

Administration

Mark Rollins
Dean

Steven Ehrlich (http://ucollege.wustl.edu/people/ehrlich-steve)
Associate Dean for Academics

Patricia Matthews (http://ucollege.wustl.edu/people/matthews-pat)
Associate Dean; Director of the Summer School

Elizabeth Fogt (http://ucollege.wustl.edu/people/fogt-elizabeth)
Director of Advising and Student Services

Maria Hunter (http://ucollege.wustl.edu/people/hunter-maria)
Registrar

Karen Novak (http://ucollege.wustl.edu/people/novak-karen)
Director of Administration, Finance, and Operations

Catherine Compton (http://ucollege.wustl.edu/people/compton-katie)
Executive Director, Lifelong Learning Institute

Shawn Cummings (http://ucollege.wustl.edu/people/cummings-shawn)
Academic Advisor; Pre-Health Coordinator

Elisa Wang (http://ucollege.wustl.edu/people/wang-elisa)
Coordinator of Undergraduate Advising and Student Services

Andrea Krussel
Academic Advisor, Recruitment Coordinator

Washington University in St. Louis

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