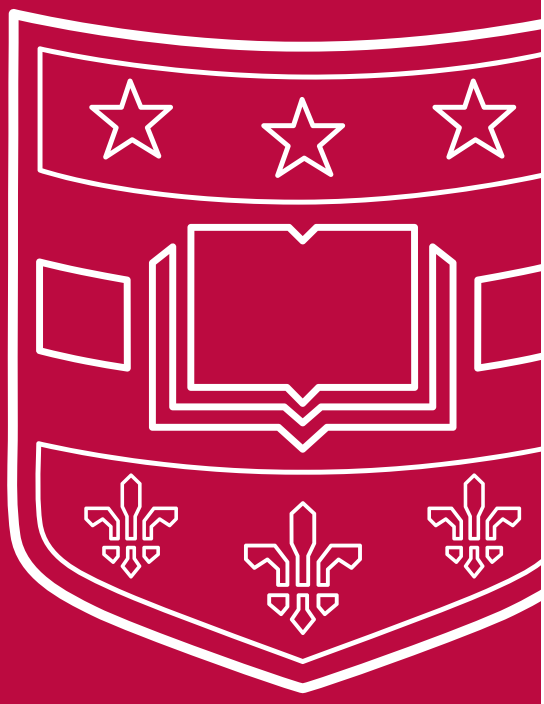
2019-20 Bulletin

University College

Washington University in St. Louis



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About This Bulletin

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

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

The *2019-20 Bulletin* is 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 the full PDF, please choose from the following:

- Architecture & Urban Design Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2019-20_grad_architecture.pdf)
- Art Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2019-20_grad_art.pdf)
- Arts & Sciences Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2019-20_graduate_school.pdf)
- Business Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2019-20_grad_business.pdf)
- Engineering Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2019-20_grad_engineering.pdf)
- Law Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2019-20_law.pdf)
- Medicine Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2019-20_medicine.pdf)
- Social Work & Public Health Bulletin (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2019-20_brownschool.pdf)
- University College Bulletin (undergraduate & graduate) (PDF) (http://bulletin.wustl.edu/grad/Bulletin_2019-20_university_college.pdf)

The degree requirements and policies in the *2019-20 Bulletin* apply to students entering Washington University during the 2019-20 academic year.

Every effort is made to ensure that the information, applicable policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (October 25, 2019). Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* may change from time to time without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

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

About Washington University in St. Louis

Who We Are Today

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

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

Enrollment by School

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

Committed to Our Students: Mission Statement

Washington University's mission is to discover and disseminate knowledge and to protect the freedom of inquiry through research, teaching and learning.

Washington University creates an environment that encourages and supports 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 as follows:

- 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 the 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 do the following:

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

Trustees & Administration

Board of Trustees

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

University Administration

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

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

Academic Calendar

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

Fall Semester 2019

Date	Day	Description
August 26	Monday	Classes begin
September 2	Monday	Labor Day holiday
October 12-15	Saturday-Tuesday	Fall Break
November 27-December 1	Wednesday-Sunday	Thanksgiving Break
December 6	Friday	Last day of classes

December 9-18	Monday-Wednesday	Reading and Exams

Spring Semester 2020

Date	Day	Description
January 13	Monday	Classes begin
January 20	Monday	Martin Luther King Jr. holiday
March 8-14	Sunday-Saturday	Spring Break
April 24	Friday	Last day of classes
April 27-May 6	Monday-Wednesday	Reading and Exams
May 15	Friday	Commencement

Summer Semester 2020

Date	Day	Description
May 18	Monday	First Summer Session begins
May 25	Monday	Memorial Day holiday
July 3	Friday	Independence Day holiday
August 13	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

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

- **Academic Mentoring Programs** offer academic support in partnership with the academic departments in a variety of forms. Academic mentoring programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. Programs include course-specific weekly structured study groups facilitated by highly trained peer leaders as well as course-specific weekly walk-in sessions facilitated by academic mentors in locations, at times and in formats convenient for the students. The Learning Center also offers individual consulting/coaching for academic skills such as time management, study skills, note taking, accessing resources and so on. Other services include fee-based graduate and professional school entrance preparation courses.
- **Disability Resources** supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website (https://students.wustl.edu/disability-resources) or contact the Learning Center at 314-935-5970 for more information.
- **TRIO: Student Support Services** is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance and post-graduation advising. First-year and transfer students are considered for selection during the summer before they enter their first semester. Eligible students are encouraged to apply when they are notified, because space in this program is limited. For more information, visit the TRIO Program website (https://students.wustl.edu/trio-program).

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

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 their orientation programs, issue certificates of eligibility (visa documents), and provide visa and immigration information. 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 on the Danforth Campus in the Danforth University Center at 6475 Forsyth Boulevard, Room 330. The office can be found on the Medical Campus in the Mid Campus Center (MCC Building) at 4590 Children's Place, Room 2043. For more information, visit the Office for International Students and Scholars website (http://oiss.wustl.edu) or call 314-935-5910.

Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. This office serves as the university's focal point for military and veteran matters, including transitioning military-connected students into higher education,

providing and connecting students with programs and services, and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

- The Policy on Military Absences, Refunds and Readmissions (https://veterans.wustl.edu/policies/policy-for-military-students) applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.
- The Policy on Protections for VA Educational Benefit Users (https://veterans.wustl.edu/policies/policy-for-va-students) applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

Please visit the Military and Veteran Services website (https://veterans.wustl.edu) or contact Military and Veteran Services at 314-935-2609 or veterans@wustl.edu for more information.

Relationship and Sexual Violence Prevention (RSVP) Center. The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website (https://rsvpcenter.wustl.edu).

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

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

The Writing Center is located in Olin Library on Level 1. Appointments (http://writingcenter.wustl.edu) are preferred and can be made online.

Student Health Services, Danforth Campus

Habif Health and Wellness Center, formerly known as Student Health Services, provides medical and mental health care for undergraduate and graduate students. Habif staff members include licensed professionals in Medical Services, Mental Health Services and Health Promotion Services. Please visit Dardick House on the South 40 or the Habif Health and Wellness Center website (http://shs.wustl.edu) for more information about Habif's 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 and after hours mental health crisis line are available to answer any medical or mental health questions a student may have when Habif is closed. For after-hours care, please call 314-935-6666.

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, physical therapy, and travel medicine and sexual health services. Habif Health and Wellness Center providers 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 specialist. Habif accepts most health insurance plans and will be able to bill the plan according to plan benefits. The student health insurance plan requires a referral for medical care any time care is not provided at Habif (except in an emergency). Call 314-935-6666 or visit the Habif website to schedule an appointment (http://shs.wustl.edu).

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

The Habif Health and Wellness Center pharmacy is available to all Washington University students and their dependents who participate in the student health insurance plan. The pharmacy

accepts most prescription insurance plans; students should check with the pharmacist to see if their prescription plan is accepted at the pharmacy.

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

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine is required for all incoming undergraduate students. A PPD skin test in the past six months is required for students entering the university from certain countries; this list of countries may be found on the Habif website. It is also recommended that, during the five years before beginning their studies at Washington University, all students will have received the tetanus diphtheria immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, and the varicella vaccine. Medical History Forms (http://shs.wustl.edu) are available online. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Habif website for complete information about requirements and deadlines (http://shs.wustl.edu).

Mental Health Services staff members work with students to resolve personal and interpersonal difficulties, including conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Staff members help each person figure out their own situation. Services include individual, group and couples counseling; crisis counseling; psychiatric consultation; and referral for off-campus counseling. Call 314-935-6666 or visit the Habif website to schedule an appointment (http://shs.wustl.edu).

Health Promotion Services provides free programs and risk reduction information related to issues such as stress, sleep, sexual health and alcohol/other drugs. For more information, visit the Zenker Wellness Suite in Sumers Recreation Center to learn about the programs on campus led by student peer health educators. Call 314-935-7139 or send an email to wellness@wustl.edu for more information.

In 2018, this department launched the **WashU Recover Group** to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences. The group provides local resources, support, meetings and activities. Members have 24/7 access to a private facility to study, meet and socialize. The group is not a recovery program; it is a confidential resource that students can add to their support system. For more information, send an email to recovery@wustl.edu.

Important Information About Health Insurance, Danforth Campus

Washington University has a student health fee that was 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 they provide proof of existing comprehensive insurance coverage. Information concerning opting out of the student health insurance plan (http://shs.wustl.edu) can be found online after June 1 of each year. Habif provides 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 the students' insurance plan. More information is available on the Habif Health and Wellness Center website (http://shs.wustl.edu).

Student Health Services, Medical Campus

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

Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and 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, the 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 and 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 and a mobile Campus Circulator shuttle is available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of The Loop and just south of the campus — from 6:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Center every 30 minutes and

takes passengers directly to the front doors of their buildings. Shuttle drivers then will wait and watch to make sure passengers get into their buildings safely. Community members can track the shuttle in real time using the WUSTL Mobile App. The app can be downloaded free of charge from the Apple App Store or the Google Play Store.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The 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, and security surveys. Community members are encouraged to download and install the personal safety app Noonlight on their phones; this app allows users to call for help during emergencies. For more information about these programs, visit the Washington University Police Department website (https://police.wustl.edu/Pages/Home.aspx).

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

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

University Policies

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

Policy on Discrimination and Harassment

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

Sexual Harassment

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

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

Discrimination and Harassment Response Coordinator

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

Title IX Coordinator

Jessica Kennedy, Director of Title IX Office
Title IX Coordinator
Phone: 314-935-3118
jwkennedy@wustl.edu

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

Student Health

Drug and Alcohol Policy

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

Tobacco-Free Policy

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

Medical Examinations

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

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

If students are unimmunized, they may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.

Medical and immunization information is to be given via the Habif Health and Wellness Center (http://shs.wustl.edu) website. All students who have completed the registration process should access the website and create a student profile by using their WUSTL Key. Creating a student profile enables a student to securely access the medical history form. Students should fill out the form and follow the instructions for transmitting it to the Habif Health and Wellness Center. Student information is treated securely and confidentially.

Student Conduct

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

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

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

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

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

Undergraduate Student Academic Integrity Policy

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

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

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate

students are governed by policies in each graduate school or division. All students are expected to adhere to the highest standards of behavior. The purpose of the statement is twofold:

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

Violations of This Policy Include but Are Not Limited to the Following:

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 do the following:
   - 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 (i.e., the name of the speaker, the occasion, the place and the date).
   - Cite material from the internet as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.
2. **Cheating on an Examination**
   A student must not receive or provide any unauthorized assistance on an examination. During an examination, a student may use only materials authorized by the faculty.
3. **Copying or Collaborating on Assignments Without Permission**

   When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons who contributed to its completion.

   Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, or 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 do any of the following:

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

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

   Examples of falsification include the following:

   - Altering information on any exam, problem set or class assignment being submitted for a re-grade.
   - Altering, omitting or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying data in a write-up; and providing data to another student to submit as one's own.
5. **Other Forms of Deceit, Dishonesty or Inappropriate Conduct**
   Under no circumstances is it acceptable for a student to do any of the following:
   - Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.
   - Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
   - Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
   - Willfully damage the efforts or work of other students.
   - Steal, deface or damage academic facilities or materials.

- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else's name other than one's own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Engage in any other form of academic misconduct not covered here.

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

Reporting Misconduct

Faculty Responsibility

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

Student Responsibility

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

Exam Proctor Responsibility

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

Procedure

Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment. Cases will be heard by school-specific committees according to the school in which the class is listed rather than the school in which the student is enrolled. All violations and sanctions will be reported to the student's college of enrollment.

Administrative Procedures

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

Student Rights and Responsibilities in a Hearing

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

- 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
- Receive a 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 do the following:

- 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 (however, 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 with regard to resolving the charge of academic misconduct:

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

Sanctions

If Found *Not* in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the student's 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 given grade is ultimately the prerogative of the instructor)
- Recommend to the instructor that the student fail the course
- Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course
- Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
- In cases serious enough to warrant suspension or expulsion from the university, refer the matter to the Student Conduct Board for consideration.

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

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

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

Appeals

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

Records

Administrative Record-Keeping Responsibilities

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

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

Multiple Offenses

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

Reports to Faculty and Student Body

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

Graduate Student Academic Integrity Policies

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

Statement of Intent to Graduate

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

Student Academic Records and Transcripts

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

A copy of the university policies regarding educational records and the release of student record information is available from the Office of the University Registrar (http://registrar.wustl.edu) and the university website (https://wustl.edu).

Transcript requests for Danforth Campus students may be submitted to the Office of the University Registrar through WebSTAC. The School of Medicine registrar (http://

registrar.med.wustl.edu/services/transcripts-and-certification) accepts requests for transcripts and certification records for students and alumni of Audiology and Communication Sciences, Biomedical Informatics, Biostatistics, Clinical Investigation, Genetic Epidemiology, Health Administration, Health Behavior Research, Nurse Anesthesia, Occupational Therapy, Pediatric Nurse Practitioner, Physical Therapy, Population Health Sciences, Psychiatric Epidemiology, the School of Dentistry and the School of Medicine. Instructions and additional information are available on the University Registrar website (http://registrar.wustl.edu).

University Affiliations

Washington University is accredited by the Higher Learning Commission (https://www.hlcommission.org) (800-621-7440). Washington University is a member of the American Academy of Arts & Sciences, American Association of University Women (AAUW), American Council of Learned Societies (ACLS), American Council on Education (ACE), Association of American Colleges & Universities (AACU), Association of American Universities (AAU), College Board, Council for Higher Education Accreditation (CHEA), Hispanic Association of Colleges & Universities (HACU), Independent Colleges and Universities of Missouri (ICUM), National Association of Independent Colleges and Universities (NAICU), National Council for State Authorization Reciprocity Agreements (NC-SARA), Oak Ridge Associated Universities (ORAU), and the University Research Association (URA).

The College of Arts & Sciences is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), International Center for Academic Integrity (ICAI), National Association of Fellowship Advisors (NAFA), National Association of Advisors for Health Professions (NAAHP), and the Midwest Associate of Pre-Law Advisors (MAPLA).

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), and its Master of Landscape Architecture degree is accredited by the Landscape Architecture Accrediting Board (LLAB).

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

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

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

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

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

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

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

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

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

University College - Graduate

University College is the professional and continuing education division of Arts & Sciences. The division offers a wide range of courses in both online and face-to-face formats in a variety of academic departments and interdisciplinary and professional areas of study. Part-time and full-time study options in undergraduate degree programs, graduate degree programs, and certificate programs are available. University College also operates the Summer School for both day and evening students; this includes a range of credit programs and noncredit institutes for high-school and middle-school students. University College is home to the Osher Lifelong Learning Institute (https://ucollege.wustl.edu/programs/non-degree/lifelong-learning-institute) for adults age 50 and over. In addition, University College sponsors special lecture series such as the Master of Liberal Arts (MLA) Saturday Lecture Series and Science Saturdays, which is co-sponsored by the Department of Physics. For more information, visit the University College website (http://ucollege.wustl.edu).

Graduate Study

University College administers the Doctor of Liberal Arts, Master of Liberal Arts, Master of Arts and Master of Science in coordination with the Graduate School. University College administers the Master of Science in Clinical Research Management in coordination with Washington University School of Medicine. University College also offers a range of graduate-level certificate programs (p. 71).

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

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

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

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

Admission

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

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

Graduate Degrees in University College

- Doctor of Liberal Arts (DLA) (p. 16)
- Master of Arts (AM) in American Culture Studies (p. 19)
- Master of Arts (AM) in Biology (p. 29)
- Master of Arts in Education (MAEd) (p. 38)
- Master of Arts (AM) in Human Resources Management (p. 45)
- Master of Arts (AM) in International Affairs (p. 48)
- Master of Arts (AM) in Nonprofit Management (p. 63)
- Master of Arts (AM) in Statistics (p. 66)
- Master of Arts in Teaching and Learning (MATL) (p. 69)
- Master of Liberal Arts (MLA) (p. 56)
- Master of Science (MS) in Biology for Science Teachers (p. 35)
- Master of Science (MS) in Clinical Research Management (p. 36)

The AM, MAEd, and MS in Biology degrees are conferred by the Graduate School. The MS in Clinical Research Management is conferred by University College.

*** Note:** University College students may apply a maximum of 6 units of pass/fail 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 both 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 pass/fail 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 pass/fail grades to letter grades at the time of registration.

Contact Information

University College
Office of Admissions and Student Services
Washington University in St. Louis
CB 1085
11 N. Jackson Road, Suite 1000
St. Louis, Missouri 63105-2153
Phone: 314-935-6700
Toll-Free: 866-340-0723
Fax: 314-935-6744
University College website (https://ucollege.wustl.edu)
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, and it is important that we draw from the multiplicity of methods and perspectives nurtured and cultivated in the many disciplines of a great university.

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

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

Degree Requirements

Doctor of Liberal Arts

Required Course Work

To earn the Doctor of Liberal Arts (DLA) degree, a student must complete 45 credit hours after earning a relevant master's degree.

Graduate Course Work (36 units)

Course work includes two required DLA seminars, five concentration courses, and five elective courses. Students may, with permission, take up to 9 to 12 units of course work in a related department.

Students will be required to take a comprehensive exam that tests their ability to synthesize the knowledge that they have gained in individual DLA courses. The exam consists of written and oral questions. The student must pass the written exam as a prerequisite for taking the oral exam.

Thesis Research and Writing (9 units)

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

Courses

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

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

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

U96 DLA 605 DLA Interdisciplinary Proseminar
This gateway course to the DLA program provides training in analytic thinking and writing through critical examination, discussion, research, and progressive writing on interdisciplinary topics such as historical narrative, text and image, the life of the mind, the creative impulse, the good life, and other major themes that have guided scholarly investigation and research in many fields. Students will analyze works from at least four disciplines (e.g., literature, art history, film, history, philosophy, women and gender studies, religion, political science, anthropology, history of science) and write a progressive research paper, submitted and reviewed incrementally, that demonstrates comparative, analytic, and critical thinking. Course topic changes each semester.
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 Textuality* and Schreibman, Siemens, and Unsworth, *A Companion to Digital Humanities*.
Same as U98 MLA 5072
Credit 3 units.

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

U96 DLA 620 DLA Counterpoints and Flashpoints: Topic for Spring 2019: The Experience of Modernity
This course explores what it means to be modern. Our expansive study will engage the concept of radical change as it affects a range of historical periods and geographical areas. Er will consider how modernity entails a break away from tradition; the development of new intellectual, scientific, and geographic frontiers; and the experimentation with new technologies and art forms as a way of creating new futures and ruptures with the past. Examining questions of time, space, innovation, and translation, we will study key literary and cultural works that express a groundbreaking sense of modernity and revolution in ways that highlight epistemological, political, and social tensions. Works studied include Cervantes's *Don Quixote,* Blake's poems, Wharton's *Age of Innocence,* Conrad's *Heart of Darkness,* Woolf's *Mrs. Dalloway,* Lorca's *Poet in New York,* Achebe's *Things Fall Apart,* and Lispector's *Hour of the Star.* We will also discuss Dalí's collaboration with Buñuel in their film *An Andalusian Dog [Un Chien Andalou]*, along with Kurosawa's *Rashomon* and other visual works that capture the inventions, uncertainties, and energy of the modern experience.
Credit 3 units.

U96 DLA 621 Seminar: Literature and Religion
Same as L14 E Lit 521
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
This course will examine the public controversies that have surrounded the development of modern art over the last 150 years to probe the question of the social and political functions of transgressive art. After reviewing key theories of the avant-garde, we will analyze both the persona of the modern artist (Gauguin, Picasso, Pollock) and the place of women artists in the revolutions of modernism (Cassatt, Höch, Kahlo). A key issue to address is how modernism tests limits by asking what is (and what is not) art (Duchamp, Brancusi). Some of the most controversial exhibitions in this time frame, from the Salon des Refusés in 1863 to Mirroring Evil in 2002, highlight the challenges raised by modern artists' treatment of the body. Debates waged over public art in St. Louis and recent controversies over public funding of contemporary art will close the course. No prior knowledge of art history required.

Same as U98 MLA 5301
Credit 3 units.

U96 DLA 643 Imagining Germany in the Long 19th Century
Between the start of the French Revolution (1789) and the outbreak of the First World War (1914), Germany was transformed from a patchwork of over 300 sovereign territories into a unified nation-state with immense political and economic power. This course examines the crucial role played by literature and the arts in creating a sense of a German national community during this period. Our materials will include national anthems, fairy tales, painting, public monumental art, opera, essays, propaganda, and popular culture, and we will investigate these materials with an eye toward the different and sometimes opposing visions of the nation and national character to which they give expression. Within this broader context, we will address the perceived contribution of men, women, and the family to the project of nation building; the role of language, of national heroes and legends, and of geography in creating a sense of unity; and the ways in which national identity is defined in opposition to a perceived Other (in this case, France). We will also consider Zionism as an offshoot of the European nationalisms and a response to anti-Semitism in Germany. Works studied include fairy tales by the Brothers Grimm; essays and poems by Johann Wolfgang Goethe, Heinrich von Kleist, and Berthold Auerbach; *Germany, A Winter's Tale* by Heinrich Heine; *The Patrioteer* by Heinrich Mann; and *The Jewish State* by Theodor Herzl.
Credit 3 units.

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

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

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

U96 DLA 665 From Mikado to Makudo: A Literary View of Japan
This course will survey Japan's social and cultural history through selected literary works that span the seventh century (Mikado) to the present day (Makudo). Our readings — including fiction, poetry, drama, and personal writings — will serve as guides to key historical epochs: the aristocratic culture of the Heian era (*Tale of Genji*), the warrior society of the medieval era (*Tale of the Heike*), and the insular Tokugawa period (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: CD

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 675 From Buggy to Benz: Global Capitalism, Gender, and Race
In this course, students will examine global capitalism with particular attention to how it intersects with gender, race, and place in specific historical moments. Using critical, historical, and ethnographic perspectives, we will consider the emergence of and changes in capitalism and how it relies on and reproduces particular gender, racial/ethnic, and other hierarchies. Course materials will draw examples from around the world and will include novels, ethnographic and historical case studies, social theory, films, and articles from the popular media. Through written assignments, students will demonstrate the ability to examine the impact of capitalism on the environment, health, indigenous and marginalized groups, policy, and access to education, jobs, housing, and other resources.
Credit 3 units.

U96 DLA 676 Haunting the World: Refugees in Literature & Film
By 2019, 65.8 million people (or 1 in 113 individuals) will have been forcibly displaced within their own countries or across borders. In this course, we will study literary texts, film, and other forms of cultural production that will provide a window into the complex lives of displaced individuals from World War II to the present. In addition to contextualizing the historical and legal significance of such terms as *refugee, asylum, sanctuary, non-refoulement,* and *forced displacement,* our discussions will also allow us to engage with the broader meanings of concepts that include human rights, hospitality, identity, belonging, and citizenship. The course will move chronologically from the early 20th century to the present; the last part of the semester will focus specifically on new forms of storytelling that have emerged as a response to the current "crisis."
Credit 3 units.

Master's Degrees

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

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

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

Master of Arts

- American Culture Studies (p. 19)
- Biology (p. 29)
- Education (p. 38)
- Human Resources Management (p. 45)
- International Affairs (p. 48)
- Master of Liberal Arts (p. 56)
- Nonprofit Management (p. 63)
- Statistics (p. 66)
- Teaching and Learning (p. 69)

Master of Science

- Biology for Science Teachers (p. 35)
- Clinical Research Management (p. 36)

*** Note:** University College students may apply a maximum of 6 units of pass-fail credit from graduate-level course work in the Olin Business School to a master's degree program in University College. The courses must be authorized by both 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 pass/fail 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 pass/fail grades to letter grades at the time of registration.

American Culture Studies

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

The **Master of Arts in American Culture Studies** provides the instruction, both in specific disciplines and in cross-disciplinary conversations, to help students answer important questions about American society. It also introduces some of the social, political and cultural issues that have shaped American culture and identity. Most fundamentally, it provides a critical skill set that fosters the 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 faculty in the humanities and social sciences at Washington University in St. Louis as well as with leading practitioners in the St. Louis professional and policy world.

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

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Degree Requirements

Master of Arts in American Culture Studies

Courses in American Culture Studies generally cover material from a range of disciplinary fields and areas. The category of a particular course is determined by the discipline that is most heavily weighted in the class and/or by the nature of the core questions around which the course revolves. The distribution of each home-based course will be noted in its description. The **Master of Arts in American Culture Studies** is a 30-unit program.

Required Courses: 18 units

Choose 6 units from 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

Electives: 6-9 units

The course AMCS 445 Introduction to American Culture Studies is recommended for all students. Remaining electives are drawn from course work in different aspects of American culture.

Students may, with permission, count up to 9 to 12 units of graduate-level courses from related departments toward their degree.

Final Written Project: 3-6 units

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

Courses

The courses listed below are representative samples of past offerings in American Culture Studies. Visit the online course listings to view current 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 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 4151 Nonfiction: Reading and Writing the Memoir
Credit 3 units.

U89 AMCS 420 The History of American Architecture
This course examines the ideological, political, economic and social determinants that have shaped the look of American architecture. Throughout readings that will include a survey text in addition to topical works covering the social history of housing, the vernacular architecture of Las Vegas and the rise (and fall, and rise) of Frank Lloyd Wright, students will learn the definitive characteristics of American architecture. A central point of study will be examining contradictory tendencies in the American practice of architecture: the embrace of exceptionalism through modern forms and styles representing a new national identity, occurring alongside the emulation of classical and European precedents to legitimate a new nation's buildings. The readings will illuminate how the characteristics of American architecture reveal the social, economic and political structures of its production. Ultimately, students will be able to read an American building to discern evidence of national identity, individual political agency, the evolution of gender roles, the assertion of disciplinary and economic power, and the evolution

of the American artistic sensibility. This course will count toward major in American Culture Studies for day students. This course fulfills the Humanities distribution requirement for the AMCS MA program. It also counts toward the MD and some concentration area requirements for the AMCS major and minor.
Credit 3 units. UColl: ACF, ACH

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

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

U89 AMCS 423 Topics in American Politics
Credit 3 units.

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

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

U89 AMCS 4400 How're Things at Home? Family, Domestic Life and Material Culture Since the Civil War
This multidisciplinary course is a study of the cultural meanings of the objects with which Americans surround themselves and define their worlds — particularly in the spaces of the home. These domestic things — from the decorative to the utilitarian, the locally-made to the globally-circulated — have animated the cultural imagination often in the last 150 years, evoking ideas of individualism, private enterprise, personal identity, national security, the nuclear family, and the dangers of industrialization and greed. They have also symbolized American heritage and personal as well as collective memory, motivating a preservation movement that continues to influence views of the past today. And they have served as sites of cultural critique, as in the work of Marx, Veblen and Baudrillard. As we explore some of the dramatic shifts in material life occasioned by the rise of consumer capitalism, and look at objects of particular significance during this period, we will also consider influential theories and models of material culture study. Local cultural sites and museum collections will serve as laboratories for our work, and will likely require a couple visits outside of class time (which will be scheduled with input from the students).
Credit 3 units. UColl: ACH, ACS

U89 AMCS 4402 Gateway to the Atomic Age: St. Louis and Nuclear Legacies of the Cold War
This course studies radioactive waste sites and illness in the vicinity of St. Louis arising from the region's contribution to nuclear weapons production in the 20th century. We will examine the context of Cold War nuclear production and subsequent attempts to address its consequences for environment and

health, with attention to political pressures, public understanding, and scientific knowledge, together with the universe of federal regulation and compensation emerging around the atom since 1945. Source material will include federal reports and correspondence produced by state agencies, journalistic and scholarly accounts, and mass media evidence generated from the early 20th century to the present. Includes field trips to local sites.
Credit 3 units. UColl: ACH

U89 AMCS 442 Reading Historical Figures: Cultural Analysis and Afterlives
Walt Whitman famously wrote, "If you want me again look for me under your boot-soles." Although we will not be looking under any bootsoles in this course, we will be looking for — and finding — U.S. historical figures everywhere in contemporary culture, from television and film to fiction, advertising, and social media. During the semester, Whitman will serve as our case study, and students will be asked to read his poetry and prose. However, our ultimate aim is more wide-reaching. This course approaches a broad question — What is American identity now? — from a specific point of reference: the afterlives of figures from the past who are increasingly important to our modern national identity. During the semester, each student will undertake their own research project centered on a figure from the past whose presence in American life looms large today, such as Audre Lorde, Che Guevara, Thomas Jefferson, Andrew Jackson, James Baldwin, or Alexander Hamilton, among others.
Credit 3 units. UColl: ACH, HSM, HUS

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

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

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

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

U89 AMCS 464 The Seductive Bargain: Fake News and the Controversies of the 2016 Election
The aftermath of Donald Trump's 2016 presidential campaign and election victory galvanized public attention with regard to how commonplace digital technologies were used to promote agendas at odds with liberal democratic values. The proliferation of fake news, hate speech, missing emails, trolling activity, and voting hacking as well as the spectre of Russian interference eroded confidence in the security of market-dominant technologies and the stability of political institutions. Bad actors weaponizing seemingly benign social media technologies shook the tech industry and drew the ire of politicians. At the same time, the public learned anew how the industry collected and capitalized on user information for corporate profit. These realizations reignited debate about tech company accountability, platform security, free speech, privacy, and national security, and it cast these concerns as symptoms of a democracy under siege. In this class, we will investigate the cultural and political fallout of the nefarious subversion campaigns that defined the 2016 election and center these activities within the broader historical context, including the Facebook scandals of 2016 and 2017, the Edward Snowden leaks of 2012, the emergence of internet culture in the 1990s, and the protest movement against data aggregation of the 1960s. From this will emerge a deeper understanding of the complex issues related to privacy, free speech, business practices, and national security as well as of frameworks for considering the ethical, legal, and moral implications of a culture deeply wedded to technologies of convenience. This course fulfills the Humanities or Social Science distribution requirement for the AMCS MA program. The course may also count toward the undergraduate major or minor.

Credit 3 units. UColl: ACH, ACS, ML

U89 AMCS 465 Studies in American Cultural Identity: Beginnings to the Civil War

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

Credit 3 units. UColl: ACF, ACH

U89 AMCS 4680 American Environmental History

Credit 3 units.

U89 AMCS 469 Television and American Culture: 1950-1970

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

Credit 3 units.

U89 AMCS 4692 Perspectives on America in the 1950s and 1960s

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

Credit 3 units.

U89 AMCS 474 Studies in American Cultural Identity: The Civil War to the Jazz Age

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

Credit 3 units. UColl: ACF, ACH

U89 AMCS 475D Landscapes Through Time: The History of St. Louis' Built Environment

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

Credit 3 units. UColl: ACF, ACH

U89 AMCS 4776 Fraternal Twins: The American and French Republics Compared

Credit 3 units. UColl: ACH

U89 AMCS 478A American Folklore in Context

For the last several election cycles, candidates and supporters from across the political spectrum have invoked "the real American." But what does it mean to be authentically American? A simple answer might be that they are "us." A more complex one requires that we dive into American folklore. The scholarly field of Folklore may be defined loosely as exploring what we say, what we do, and what we believe. Following this schema, this course will probe the question of what it means to be "American folk" by examining how folklore informs and shapes the world around us and our everyday lives. More particularly, we ask how race and ethnicity, class and gender are encoded and contested through folk expression. Beginning with the question "who are the folk," we will look at classic and contemporary texts in folklore studies to explore how our food,

our stories, our daily rituals, and our music, to name a few, interweave to create a complex, multilayered, and uniquely American folk. Readings pair specific genres with different theoretical approaches and include jokes, urban legends, folktales, foodways, music, and material culture. Crucially, we seek to trouble popular notions of folklore as "antiquities" to question how the lens of Folklore studies may reveal how American culture not only consists of folklore but is constructed by it as folk forms are deployed in contemporary contexts, from Slenderman to Snopes to modern slave auctions. The course will entail several small collection projects to give students an understanding of the work a folklorist does in the field and how folklore is coproduced within a community, and a longer research project. This course satisfies the Humanities requirement for the master's program in American Culture Studies.
Credit 3 units. UColl: ACH

U89 AMCS 482 And Justice for All? American Inequalities
In this course we examine social inequality in the contemporary United States, with a particular focus on disparities related to health, wealth, housing and neighborhoods, criminal justice, and education. The St. Louis metropolitan region will serve as a guiding case study, tying together the course themes with a common example of how inequality shapes material and political life. We will investigate the current empirical reality and historical roots of American inequality, the key theories and methodological tools used to examine and explain inequality, the institutions responsible for its reproduction, and possibilities for reducing inequality via social policy and social movement. Within each topic area, we will pay special attention to the significance of race and ethnicity, social class, and gender — as well as their intersections and cleavages. We will largely constrain our inspection of inequality to American metropolitan areas as we analyze the spatial or place-based effects associated with disparities in urban America. Readings are drawn from sociology, urban history, geography, political science, economics, social epidemiology, and education.
Credit 3 units. UColl: ACS

U89 AMCS 483 Race and Real Estate in St. Louis 1869 to Present
This course analyzes how real estate continues to influence the racial history of St. Louis, focusing on the laws, policies, and practices that have shaped and hardened racial divides in this city. While race-based policy in St. Louis has resulted in a sharp black/white divide, these legal instruments of exclusion were developed in tandem with an increasingly robust taxonomy of racial classifications across the globe. Thus, the course is focused on one city and its unique racial dynamics, but we will also put St. Louis history in the context of the history of ethnology and the rise of racial science. We will conduct primary-source research in the St. Louis city and county archives, the Missouri History Museum Library, and the office of the recorder of deeds. We also will read about St. Louis' unique history of 19th-century privatized urban infrastructure, the city's industrial boom and post-industrial bust, suburbanization, urban decline, and gentrification in the 21st century. We will conduct research on specific parcels of property in the city, tracing not only the residents of the property, but also the chain of ownership.
Credit 3 units. UColl: ACS

U89 AMCS 485 Worth a Thousand Words: American Visual History and Methods
"A picture is worth a thousand words." "The camera never lies." These idioms capture our collective understanding of photography as a form of visual evidence, demonstrating our faith in a photograph's operation as "proof." At the same time, American history is full of examples of photographic practices that manipulated or otherwise challenged this assumption. This seeming contradiction invites us to think critically about photographs' function as historical documents and how we use them to write history. Students in this course will study historical examples of Americans' use of photography to challenge negative stereotypes, pursue economic opportunity, and claim civil rights. We will also examine the different ways that scholars use photographic images and archives to study American culture and history. Through class visits to archives on and near campus, students will become acquainted with the visual resources available to them and the procedures for conducting research in those archives. Students will increase their visual competencies by working closely with images sourced from these archives as well as their own family and personal photography collections. Reading and writing assignments will introduce students to key theories of visual history and archives, examine case studies in American visual history, and build toward a final research project, designed in collaboration with the instructor, related to the student's broader research interests. This course fulfills the Humanities or Arts distribution requirement for the AMCS MA program. The course may also count towards the undergraduate major or minor.
Credit 3 units. UColl: ACF, ACH

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

U89 AMCS 491 "St. Louis Got the Best of Me": Music in American Culture
This course will explore how music functions as a folklore, centering on the many musical styles, musicans, and fans that have shaped St. Louis from the early ragtime to today's diverse music scene. The term "folk music" may bring images of banjos and accordions, but every kind of music has a "folk" — folk who use music to represent their identities, their beliefs, and their struggles. Throughout the semester, students will question what "American" music sounds like and what happens to music and culture as it is played, recorded, and represented. St. Louis provides us with a hothouse of musical cultures, incubating the blues and Jeff Tweedy, encouraging ethnic traditions from Ireland to Bosnia and beyond, providing a haven for fans like the Juggalos and a nationally renowned superfan, and fostering a homegrown fiddling style all our own. The course will use St. Louis' music culture — with lots of listening — to examine what music means to both ingroup and outgroup musicians and listeners, and it will also look at 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 492 Decoding the City
While architecture and infrastructure are worthy of study in themselves, often they signify more complex cultural meanings, mask efforts to erase or reorder the city, and conceal histories

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

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

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

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

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

U89 AMCS 503 Master's Thesis
An independent research project under the supervision of a member of the AMCS faculty. Approved proposal must be presented at the time of registration. Open only to students admitted to the AMCS program. Prerequisite: U89 502.
Credit 3 units.

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

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

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

U89 AMCS 511 The Legal Landscape in a Changing American Society

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

Credit 3 units.

U89 AMCS 512 The First Amendment: Free Speech and Free Press in the 21st Century

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

Credit 3 units.

U89 AMCS 5151 Hollywood on Hollywood

Credit 3 units. UColl: ACF

U89 AMCS 516 Lewis and Clark: Exploration, Encounter, and Culture

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

Credit 3 units.

U89 AMCS 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." Readings from the 19th century 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 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 530 Religion in American Culture: Narratives in Personal Spirituality
Credit 3 units.

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

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

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

U89 AMCS 536 Heaven and Earth Magic: Harry Smith's Anthology of American Folk Music
Harry Smith (1923-1991) was an experimental filmmaker, visionary painter, amateur anthropologist, alchemist, student of occult lore, polymath, and legendary archivist of sediments of human activity in motion. He was also a roots music anthologist whose Anthology of American Folk Music, a six-LP set released in 1952, has been called the founding document of the American folk revival and one of the most influential recorded collections of the second half of the 20th century. This course will explore the musical/cultural context, content and influence of Smith's Anthology. Topics discussed will include the musicians and musical traditions represented on the Anthology, the Anthology's impact on the American folk revival of the 1950s and early 1960s, and the Anthology's role in the emergence of folk-rock and rock in the mid-1960s. The course will also attempt to unravel some of the mysteries still associated with this important but enigmatic collection of American music. No previous musical background is required. This course counts toward the fulfillment of the arts distribution in the AMCS master's program.
Credit 3 units.

U89 AMCS 537 Women's Health Care in America
This course provides a broad historical overview of women's health care in America. We begin with an examination of midwifery in 18th-century America, then look at the increasing medicalization of childbirth and the new emphasis on women's biological difference in the 19th century, and finally study changes in the medical profession and their impact on women's health care in the early to mid-20th century. Through a wide range of material — including primary texts, such as doctor-authored tracts, diaries, letters, and fiction, as well as secondary material written by historians, feminist scholars, and medical writers — we trace the changing perceptions and conceptions of women's bodies and health. Authors include: Catherine Maria Sedgwick, 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 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 5461 Rise of Civilization in the New World
Credit 3 units.

U89 AMCS 549 Greening of Hollywood
The class will analyze presentations of the natural world, the environment, and environmental issues in American film. Applying the methodology of ecocriticism, we will examine how American film has responded to and portrayed environmentalism and nature. Combining ecocriticism with film studies, we will

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

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

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

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

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

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

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

U89 AMCS 560 The Constitution in American Political Culture

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

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

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

U89 AMCS 566 What Were They Thinking? Founding Intent and the Institutions of the U.S. Government

When the institutions that structure the U.S. government were formed, they were supported or rejected by different kinds of arguments. Some of these arguments were moral in nature, but most focused on the legal and political effects these institutions would have on the nation. For example, would a low presidential salary encourage only those with pure motives to run for office, or would it encourage bribery and kickbacks once there? Were large electoral districts likely to produce representatives better able to secure the common good, or would the more distant relationship between representative and voter undermine a representative's accountability to their constituents? Using some of the classic texts from the history of American political thought — including a large portion of the 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 principally located in the Midwest and the eastern United States, home to many immigrant groups. Machine politics functions as a series of exchange relationships — favors — regarding employment, contracting, and the licensing of vice. It has provided an informal network of social services although it deals in individual cases and not systemic causes. Machine politics engenders its own code of ethics with a strong emphasis on loyalty. In this course, we will look in depth at a fragmented machine city — St. Louis — and the city that had the strongest and most powerful hierarchical machine, Chicago. We will be able to draw comparisons and contrasts and discern how institutions affect political culture and political behavior, including race relations.
Credit 3 units.

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

U89 AMCS 5691 Topics in AMCS
Credit 3 units.

U89 AMCS 571 American Popular Singers (1920s-1980s)
Covers the voices, careers and lives of 12 representative American popular singers who embody the cultural, economic, and social history of the United States in the realm of popular music across a span of decades when popular singers offer compelling examples of transformative changes across the spectrum of American life. Avoiding hagiography, legend and appreciation is a primary goal of the course, which will assess these often iconic figures in fresh, resolutely historical terms to understand their place in American popular culture and history. This analysis will be based primarily on audio recordings and film and television appearances, supplemented by textual evidence connected directly to the singers, such as interviews and autobiographies. Recent secondary sources, both historical and critical, will inform the course as well. This course counts toward the AMCS MA distribution requirement in Arts.
Credit 3 units.

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

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

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

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

Biology

The **Master of Arts in Biology** program helps students to update and deepen their knowledge of the biomedical sciences, prepare for employment in related fields, and advance their professional standing while obtaining a graduate science degree on a part-time basis through evening, weekend and online courses.

Designed to be adaptable to each individual's unique background and goals, the program provides a flexible curriculum and close individual advising for each student. Students include science and health professionals, teachers, technicians, and individuals in biology-related businesses.

Students in this program have the option of choosing a concentration in neurobiology for deeper, more focused study.

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

Degree Requirements

Master of Arts in Biology

Students seeking the Master of Arts in Biology must satisfactorily complete 30 units of graduate courses in the biological sciences, including a required capstone experience (http://ucollege.wustl.edu/programs/graduate/masters-biology/final-

project), which occurs after they have completed 21 units in the program and is chosen from the following options:

1. Complete U29 Bio 401 Problem Based Learning in the Biomedical Sciences
2. Complete a 3-unit independent study
3. Complete a 6-unit master's thesis: Students with appropriate backgrounds, interests and academic qualifications may, with authorization, write a master's thesis based on original or library research.

Note: The above options cannot count as the capstone experience if they occur before a student has completed 21 units toward the Master of Arts in Biology.

Optional Concentration for the AM in Biology

University College students who are admitted to the AM in Biology program may select an optional concentration in neurobiology. Neurobiology is the study of the structure and function of the nervous system. This concentration helps prepare students for careers in biomedical fields, including research and clinical practice in medicine, neuroscience and cognitive science. The optional concentration requires 12 units of courses as specified below:

Choose four of the following courses:

Code	Title	Units
Bio 435	Neurobiology	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 Change in the Nervous System	3

Credit Transfer

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

Please note that the AM in Biology degree is a terminal graduate degree awarded on the basis of the completion of courses rather than research. Except in rare cases, it is not intended as preparation for a PhD degree. No more than 6 of the 30 credits may be earned in research courses. Those students 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 online course listings to view semester offerings for U29 Bio (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U29&crslvl=4:8).

U29 Bio 400 Independent Study
Requires written proposal, instructor, coordinator and deans approval in University College
Credit variable, maximum 3 units.

U29 Bio 401 Problem Based Learning in the Biomedical Sciences
Have you ever wondered how doctors and scientists diagnose and discover cures to modern human afflictions? In this course, small groups of students take responsibility for their own active, inquiry-based learning on biological problems that puzzle modern scientists. Instructors from the Washington University School of Medicine guide students on how to conduct in-depth research on issues of current biological importance. Learning how to read and interpret current research articles from the scientific literature is emphasized. Weekly topics from previous years have included cancer therapy, infectious diseases, CRISPR, microbiome, stem cells, gene therapy, and Zika viruses. Students should have broad interests and background in general biology and chemistry and should be curious, exploratory, interactive, and willing to try an active, non-traditional educational experience. Bio 401 is one way students can satisfy the capstone requirement for the MA program in biology. Prerequisites: General Biology I and II
Credit 3 units.

U29 Bio 4022 Viruses and the Diseases They Cause
The goal of this course is to understand different families of viruses. We will discuss the diseases that they cause, mechanisms they use to evade host defense mechanisms, and current therapies used to treat these viruses. Prerequisites: General Biology I and II or permission of the instructor.
Credit 3 units.

U29 Bio 4024 Biology of Human Disease: Research, Diagnosis, Prevention, Treatment
This course examines inherited and acquired human diseases such as AIDS, cystic fibrosis, Alzheimer´s, Parkinson's, and diabetes to help us better understand the complex nature of human diseases. We explore how normal cell functions are affected by genetic mutations, environmental stress, and infections, and how these, in turn, disturb normal tissues and organ function and produce a disease. We will learn how latest advances in basic, translational, and clinical research changes our understanding of the underlying causes of human diseases and drives development of new effective methods of diagnosis, prevention, and treatment. Prerequisites: General Biology I and II or permission of the instructor.
Credit 3 units.

U29 Bio 4029 Introduction to Medical Histology
This course is for master's students, as well as premedical and other pre-professional students who want to become proficient in the examination and interpretation of microscopic anatomy. The course uses a lecture format combined with in-class and on-line tissue slide studies. Knowledge of microscopy and basic

tissue types gained in the first part of the course is applied in the investigation of complex organs in the second half of the semester. Medical correlates are stressed. Exams are written, on-line, and in-class utilizing microscopes. Prerequisites: College-level Biology and Chemistry.
Credit 3 units.

U29 Bio 4041 Evolutionary Nutrition
This course explores the interrelationships between human nutritional requirements/adaptations and evolution. We will examine ideas and evidence concerning such concepts as biochemical individuality, the genetotrophic principle, and orthomolecular medicine, among others. Lecture-discussions will focus on material from the texts recommended for this course. Drawing upon the latest research into the original human diet (from peer-reviewed scientific journals), students will then lead in-class presentation-discussions related to lecture topics. The overall objective of this course is to understand how each individual's unique body chemistry gives rise to their specific "metabolic type" with its own specific nutritional requirements. Voluntary participation in various means of determining your own metabolic type will be offered throughout the semester. Prerequisite: Introductory Biology course; familiarity with molecular biology and evolutionary concepts.
Credit 3 units. UColl: OLI

U29 Bio 405 Introduction to Molecular Biology
This course is intended to provide a background understanding of the fundamental principles of cellular processes at the molecular level. Among the major topics covered are nucleic acid chemistry, gene structure and organization in prokaryotes and eukaryotes, recombinant DNA technology, and gene expression and protein synthesis. This includes a discussion of the various mechanisms of genetic recombination and DNA damage/repair, as well as regulation of gene expression and protein modifications that occur in cells. Students will also be introduced to the concept of genome sciences and mouse transgenic technology. Various special topics such as protein and membrane trafficking and mechanisms of signal transduction are also covered. Throughout the course students will learn about to the major molecular techniques that have revolutionized the study of modern biology, with emphasis placed on methodologies utilized to address diverse topics such as forensics/DNA profiling, or gene expression in eukaryotes.
Credit 3 units.

U29 Bio 406 Introduction to Biochemistry
This course provides 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: Chem 261 and 262 or permission of instructor.
Credit 3 units.

U29 Bio 4080 Tropical Marine Biology
This course explores the coastal and marine ecosystems of the tropics. We examine the biological and ecological processes that influence ecosystem dynamics and biodiversity within coral reff, seagrass, shoreline, and mangrove communities. We discuss the threats to coastal and marine ecosystems worldwide. Lectures are interspersed with student presentations and discussions of primary literature. Prerequisite: General Biology I.
Credit 3 units. UColl: OLI

U29 Bio 411 Introductory Plant Biology
In this class students will be introduced to plant structure, metabolism and development in the context of ecological boundaries, symbiotic relationships, evolutionary adaptations and human activities. This course is focused primarily on the flowering plants with particular attention given to plants and activities common to temperate climates. The course will provide students with the basic knowledge needed for further study in plant biotechnology, ecology, pathology, physiology, anatomy or taxonomy. The class format is lecture and discussion.
Credit 3 units.

U29 Bio 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 and 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. Prerequisite: General Biology I or permission of the instructor.
Credit 3 units. UColl: OLI

U29 Bio 4130 Environmental Medicine
Environmental Medicine explores the interactions between the environment and human health, focusing on the role of the environment in causing or mediating disease. Environmental hazards are examined in terms of toxicology, epidemiology, exposure assessment, risk assessment, individual susceptibility, adaptation/maladaptation, and the total load concept. Prerequisite: General Biology I or permission of the instructor.
Credit 3 units. UColl: OLI

U29 Bio 4170 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 419 Ecology
Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution and conservation. This course provides an introduction to the study of pattern and process in ecological communities with an emphasis on theoretical, statistical and experimental

approaches. Topics include: ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs), species coexistence and environmental change. The class format includes lectures, discussions, and computer labs focused on analysis, modeling and presentation of ecological data using the statistical program R. Prereq: Bio 2970 required, Bio 381 recommended, or permission of instructor.
Credit 4 units. Arch: NSM Art: NSM

U29 Bio 4241 Immunology
This course covers basic molecular and cellular aspects of the vertebrate immune system emphasizing specific and nonspecific host defense against disease, the nature of immunological specificity, and its underlying molecular genetics. We also cover immunochemistry and its use in immunoassay systems, the nature of cell activation, cytokines, tolerance and autoimmunity, allergic reactions, blood groups, transplantation reactions, immunodeficiency, and complement systems. Two or more of the following courses are recommended: Biochemistry, Cell Biology, Molecular Biology/Nucleic Acids, Microbiology/Virology, Pathology/Pathobiology. Does not apply to day undergraduate biology major or College of Arts and Sciences distribution requirement.
Credit 3 units. UColl: OLI

U29 Bio 4242 Immunology Laboratory
The Immunology Laboratory will introduce students to a variety of common, broadly useful immunological techniques and then allow each student to employ most of the learned techniques in addressing a current research question. Experiments will employ mouse cells in vitro and will emphasize quantitative analysis of the data. Prereq: Bio 424 and permission of instructor.
Same as L41 Biol 4241
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

U29 Bio 431 Biology of Aging
TThis course provides concepts and examples of the biology of aging. We discuss current literature with emphasis on theoretical causes of aging and the practical implications of these theories. Major topics include biochemical processes of aging, cell cycle senescence, age-related organ dysfunction, interventions to alter the aging process, and medical illnesses associated with aging, such as Alzheimer's disease and the dementias. We also study animal and human models for extending longevity, and current approaches for dealing with the aging process are included. Prerequisites: General Biology I and II, and General Chemistry I and II are also recommended.
Credit 3 units.

U29 Bio 432 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 major. This is a fully online course. Only University College students receive credit for fully online courses.
Credit 3 units. UColl: OLI

U29 Bio 4331 Regenerative Medicine: Cell Based Therapies and Tissue Engineering
Regenerative medicine focuses on the development of novel therapies to repair, replace, restore or regenerate cells, tissues and body organs that are defective, damaged or injured by disease. Cell-based therapies, including the use of native stem or immune cells and genetically-modified or bioengineered cells, are being evaluated for treatment of a wide variety of diseases such as cancer, diabetes, and Parkinson's disease. This course will highlight basic, translational, and clinical advances in cell-based therapies and tissue engineering, with some discussion of ethical, financial, and regulatory issues that may impact such advances. Prerequisites: General Biology I and II or permission from the instructor.
Credit 3 units.

U29 Bio 435 Neurobiology
An extensive introduction to neurobiology. Starting with the elementary building blocks of the nervous system, neurons, the course covers development and regeneration of the nervous system, properties of neurons and glia, ionic basis of signaling and neurotransmitters, neural circuits and the generation of behavior, and brain function in health and disease. Introduction to the latest techniques available to the modern neuroscientist. Guest speakers and discussion sessions. (Not applicable for undergraduate biology major.)
Credit 3 units. UColl: OLI

U29 Bio 436 The Neural Basis of Behavior
This course provides an overview of how the nervous system works from a biological perspective. We will begin by studying how nerve cells function, focusing on how they transmit signals and communicate with one another through specialized connections called synapses. We will further examine the anatomy of the nervous system to discover how nerve cells are organized into circuits and how these circuits develop. Finally, we will investigate how the specialized properties of our nerve cells allow us to interact with our environment through an in-depth study of our motor and sensory systems. Prerequisites: General Biology I and II or permission from the instructor.
Credit 3 units. UColl: OLI

U29 Bio 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.
Credit 3 units.

U29 Bio 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: see headnote.
Credit 3 units.

U29 Bio 4501 Evolution
Evolution, in its broadest senses, is the fundamental unifying theory in biology; as such, its scope is arguably the greatest in all the biological sciences. This course is intended to provide a framework for understanding advanced concepts of evolutionary biology. Particular emphasis will be placed on how knowledge of evolutionary theory can be applied to the problems of today? world and to providing a general understanding of the diversity of life on earth and its origins. The course will cover both micro and macro-evolution and include topics such as natural, kin, and sexual selection; the ecological context of adaptation, speciation, coevolution, as well as misconceptions described by opponents of evolutionary biology. Prerequisite: General Biology I.
Credit 3 units. BU: SCI

U29 Bio 4561 Introduction to the Biotech Business
The course will provide an introduction into the world of commercializing biotech innovations. 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 a focus of this course. The course will be offered in two sections, the first providing insights into the socio-economic environment that fostered the biotech revolution and the key drivers that influence decisions on what research to commercialize. The primary focus is on medical biotech but agricultural biotech is also examined. The second section deals with biotech entrepreneurship and investigates issues and choices that inventors / scientists encounter when they are considering the applications and commercialization of early stage scientific discoveries. 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. Preparation for classes will be done individually with all students completing readings prior to each class. Each student should be prepared contribute to the class discussion and to lead the class discussion of the assigned reading materials, if called upon to do so. A team-based feasibility study, with a team presentation at the end of the semester is integral to the course.
Credit 3 units.

U29 Bio 458 Readings and Research in Biomedical Sciences
Each day, more than 5000 new biomedical research articles are published. As a future physician and scientist, you 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 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 jargin 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).
Credit 2 units.

U29 Bio 4590 Advanced General Physiology
This graduate-level course will examine physiology in a cohesive evolutionary context. For each system we will first review the general anatomy and physiology, turning then to the molecular basis of function and dysfunction. Each class provides an overview of the basic physiology of one of the major organ systems including: neural, respiratory, cardiovascular, endocrine, digestive, urogenital and immune, followed by a discussion of recent discoveries presented in primary scientific literature and current reviews. Prerequisites: General Biology I and II, and Anatomy & Physiology is also recommended.
Credit 3 units.

U29 Bio 462 Behavioral Ecology
This graduate-level course will examine animal behavior in an evolutionary context. We will evaluate models of behavior ranging from optimal foraging, mimicry, and communication to sexual selection, kin recognition, and social behavior. Each class will begin with a lecture reviewing the theory on the weekly topic. We will then discuss recent articles on that topic from the current literature. Each week different students will be responsible for preparing a brief presentation outlining the selected articles and will lead a discussion examining the methods, analysis and interpretation.
Credit 3 units.

U29 Bio 463 Global Health Issues
This course is designed to inform and challenge participants to observe and solve problems relating to world health issues while teaching basic biology concepts. Participants will investigate barriers to solving problems of Nutrition, Infectious disease and Environmental factors that prevent progress of global communities. They will also research new technologies being developed that could potentially provide solutions as well as create an ideal lesson using global health issues the focus. Open to Post-Bacc Students. Prerequisite: General Biology I or permission from the instructor. This course is fully online. Students enrolled in day classes at Washington University should review the policies of their home division on credit earned for online courses.
Credit 3 units. UColl: OLI

U29 Bio 4631 Urban Agriculture and Sustainable Food Systems
In this course we take a systems (holistic) approach to sustainable agriculture. We review the basic principles of food systems geography, food and nutritional security and insecurity, work with cross cultural perspectives, and examine the inter-related issues of poverty, hunger, equity, access and distribution throughout the global, regional and local food systems. We will critically review large, medium, and small scale agricultural systems, comparing industrial, organic, natural and ecological systems. Students will develop a food systems framework through examination of the social, ecological, economic, and institutional dimensions of the many sustainability challenges associated with food system activities (production, processing, distribution, consumption, waste). This course is fully online. Only University College students receive credit for online courses.
Credit 3 units. UColl: OLI

U29 Bio 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. Prerequisite: General Biology I.
Credit 3 units. UColl: OLH

U29 Bio 4715 Basic Cancer Biology
Over two-thirds of all people know someone who has cancer. This course provides students with a more extensive understanding of what cancer is and how it affects the human body. We will discuss the history of cancer research, the many different types of human cancers, and basic chemotherapeutics. The topics will be presented in a basic scientific nature with an emphasis on gaining a broad understanding of the subjects. Prerequisite: General Biology I.
Credit 3 units.

U29 Bio 4716 Advanced Cancer Biology
This advanced course provides students with a more in-depth understanding of the molecular mechanisms of cancer. We will discuss tumor suppressors, oncogenes, signaling pathways, animal models in cancer, and novel targeted cancer therapies being developed by biotechnology and pharmaceutical companies. Prerequisite: Basic Cancer Biology.
Credit 3 units.

U29 Bio 472 Molecular Cell Biology
The goal of this course is to study cellular events in eukaryotes and their molecular foundation. This course focuses on studying how DNA is decoded into messages for various cellular activities, how structures and functions of cells are maintained, how cells communicate with their environment, and how interactions between cells lead to construction of multi-cellular organisms. Current technologies for cell biology study will be also discussed. Students will learn to appreciate, for examples, how a cell goes through its life journey, how our eyes detect light, and how molecular defects lead to cancer. Prerequisites: General Biology I and II.
Credit 3 units.

U29 Bio 4721 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. Prerequisite: General Biology I or permission of the instructor.
Credit 3 units. UColl: OLI

U29 Bio 477 Fundamentals of Parasitology
This course covers a variety of clinically relevant parasitic organisms and their importance to human disease. We will discuss in detail the interactions of parasites with the host immune response both in terms of mechanisms whereby the host resists infections by these organisms and also how these parasites circumvent the host's ability to eliminate them. Because so much of the clinical importance of parasites has to do with this interaction, we will also cover general aspects of the workings of the immune system. There will be an emphasis on the nature of the host-parasite interaction on a molecular level. Lectures include discussions of recent literature concerning parasites and their interactions with the host.
Credit 3 units.

U29 Bio 478 Neuroscience: Sensory Systems
This course examines transduction and neural processing of various sensory inputs, including vision, audition, somatosensation, and special senses. Topics ranging from anatomy and physiology of the human sensory systems to the sensory plasticity will be discussed. Topics also include organization of sensory map, sensory reorganization, sensory integration, sensory-motor interactions and higher cognitive functions. We also discuss clinical aspects of sensory dysfunctions. We will explore landmark works and recent studies on sensory neurosciences. Prerequisite: General Biology I
Credit 3 units.

U29 Bio 480 Mechanisms of Microbial Pathogenesis
This class 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 preceeding each discussion.
Credit 3 units.

U29 Bio 481 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, meeting on the following Thursdays 1/29, 2/12, 2/26, 3/12, 4/9, 4/23.
Credit 3 units.

U29 Bio 4811 Advanced Wilderness Medicine
This graduate-level course will cover the physiology underlying wilderness and remote first aid. In each section we will first review evidence-based, best practices and then explore the underlying mechanisms and physiology. In addition to learning the theory of emergency medical care, we will gain experience practicing life saving techniques including: CPR, wound cleaning and care, splinting of fractures and dislocations, spinal stabilization and treatment of heat stroke and hypothermia. Prerequisites: Introductory Biology and Anatomy & Physiology, or permission of instructor.
Credit 3 units.

U29 Bio 485 Synaptic Change in the Nervous System
In this course, we study synapses and how they are modified by experience in development, learning, and memory. Topics

include the impact of different types of synapses on neural function; activity-dependent synaptic organization during nervous system development; the link between synaptic plasticity and learning and memory; circuitry and mechanisms of explicit and implicit memory formation; and synaptic organization and function in aging. We also learn how learning and memory are altered in mood disorders and addiction, as well as how they are affected by sleep and exercise. Prerequisites: Introduction to Psychology and previous course work in biology.
Credit 3 units.

U29 Bio 487 Undergraduate Teaching Assistant
Exceptional undergraduates serve as teaching assistants for laboratory and/or discussion sections in departmental courses. Normally 2 or 3 units are given per semester, subject to the approval of the instructor and the department. Credit may not be counted toward fulfilling a major in University College; Independent Study application form required . Prerequisite: permission of instructor. Credit /No Credit only.
Credit variable, maximum 3 units.

U29 Bio 493 Seminar in Advanced Biology
In special cases, credit may be given for individual study. Topics of study and credit must be arranged with a faculty sponsor and approved by the Department.
Same as L41 Biol 493
Credit variable, maximum 4 units. A&S IQ: NSM Art: NSM

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 5012 Human Anatomy and Development
Study of the human body primarily by dissection; extensive use of X-rays and CT scans. Emphasis on functional and clinical aspects of anatomy. Prerequisite: This course is restricted to first year medical students. Same as L48 Anthro 502 and M05 Neurosci 501A.
Same as L41 Biol 501
Credit 6 units.

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

U29 Bio 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. UColl: OLI

Biology for Science Teachers

The **Master of Science (MS) in Biology** is designed to fit the schedules of working teachers. It consists of two three-week summer institutes in residence at Washington University. The remaining course work performed during the academic years is completed online. Summer housing is available for out-of-town students and included in the cost of the program.

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 while providing the best professional development from top biology faculty. The faculty who teach in this program use their own and related current research in the courses to demonstrate the importance of scientific issues to the global community.

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

Degree Requirements

Master of Science in Biology

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

Clinical Research Management

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

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

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

Degree Requirements

Master of Science in Clinical Research Management

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

Required Courses: 24 units

Code	Title	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 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. 71).

Courses

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

U80 CRM 500 Fundamentals of Clinical Research Management
This course provides the basic foundation for the application, concepts and theories of clinical research. We explore the historical evolution of research, linking it to current regulations and guidelines for good clinical practice. Additional course topics include research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections, and an overview of study conduct. Students will complete institutional review board paperwork, including writing an informed consent and developing source documents. Prerequisite: bachelor's degree.
Credit 3 units. UColl: OLH, OLI

U80 CRM 509 Health and Society
This course examines how personal health and well-being are affected by institutional and societal forces. We use an historical perspective in studying, for example, how sleep, leisure, and other aspects of personal health have been changed by industrial, economic, political, and cultural developments such as urban planning, food processing, animal husbandry, and the role of the family doctor. We also take a close look at environmental factors (e.g., global warming) and related political and economic forces that produce and exacerbate chronic diseases. Finally, we critique how personal health and the health care industry have been influenced by major institutional forces such as the insurance and pharmaceutical industries, professional licensure, government-sponsored research, and the media. We read case studies and medical journals to understand and discuss related ethical and policy questions.
Credit 3 units.

U80 CRM 512 Advanced Data & Information Management in Health Sciences
This course will cover the education and training in data and information management as it applies to Health Sciences, pulling from aspects of different fields: domain specific (clinical or public health) and analytic (biostatistics and database management) using different software tools. We will examine data types and data repositories to include best practices in data acquisition and management. This course will scrutinize tools for data storage and data manipulation and delve into relational and non-relational databases. Concepts in epidemiology and biostatistics will be presented along with discussion on health informatics.
Credit 3 units.

U80 CRM 515 Medical Writing for Clinical Research
This is a graduate-level intensive writing course that will guide students in developing a competitive research grant proposal. Written work, guided by each student's needs and interests, will cover all sections of a research grant application, manuscript writing, progress reports, and other forms of reporting scientific findings to the public. We also will compose mock NIH grant applications. By the end of the course, each student will produce a comprehensive portfolio that includes a grant proposal, manuscript, and press release to the public.
Credit 3 units.

U80 CRM 518 Drug and Device Development
This course will provide an overview of the commercial development pathways for both pharmaceuticals and medical devices, from inception to market. Through lectures and discussions, students will gain an appreciation for the role clinical study programs play in the broader scope of product development. Class topics will include preclinical, clinical, regulatory, and marketing factors which influence discovery and development of new medical products.
Credit 3 units.

U80 CRM 522 Compliance, Legal, and Regulatory Issues
This course will examine the legal framework governing clinical research with human subjects in the United States. An overview of the legal system including U.S. sources of law, the interplay between the federal and state systems and the role of case law, legislatures and regulatory agencies in shaping current law and policy will be provided. Federal and state law governing clinical research from proposal to completion will be examined. At the conclusion of this course, students will be able to identify the current sources of law, policy and persuasive authority in clinical research compliance. Students will also be able to identify areas of concern and potential new or amended regulation in clinical research.
Credit 3 units. UColl: OLI

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

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

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

U80 CRM 555 Health Care Policy
This course examines important and complex developments in contemporary health care policy. We begin with an historical overview, 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 the 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 relevant course reading prior to each weekend session and to complete paper(s) after the weekend sessions. Students are expected to log in to the online course materials by the second week of class to review assignments and readings due prior to course meeting dates.
Credit 3 units.

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

U80 CRM 588 Epidemiology for Clinical Research
The purpose of this course is to provide an understanding of the use of epidemiological concepts and methods in clinical research. Two primary foci are included: 1) common applications of epidemiologic principles and analytic tools in evaluating clinical research questions; and 2) student development of skills to review and interpret the medical literature and utilize publicly available datasets to address clinical research questions.
Same as M88 AHBR 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 that work to enhance the educator's professional development in a particular area of focus.

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

Degree Requirements

Master of Arts in Education–Instructional Process

Every MAEd–IP student must complete 13 credit hours of required core courses. The balance of the credits required to obtain the MAEd–IP (30 credits minimum) is composed of work within one of the three strands described. Requirements may differ for those students pursuing 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 by involving educational assessment data, video microanalysis, learning sciences research, and educational foundation concepts. The program looks at the teaching practice from the individual level to the broader foundations in a variety of disciplines.

Program Core Course Work (13 credits)

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

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

Code	Title	Units
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, in education, or in 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 the following:

- Additional Foundations of Education electives
- 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 the following:

Code	Title	Units
Bio 4002	Teaching the Science of Nature	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 a 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 online course listings 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 4023 Second Language Acquisition & Technology
This seminar, for undergraduate and graduate students, will transform research and theory about second language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom. Course formats include readings, discussions, and demonstrations with technologies. The course is now open to undergraduates. Graduate students can enroll whenever it suits their course planning. The course counts for the Graduate Certificate in Language Instruction and for the undergraduate minor in applied linguistics. This course carries the Social and Behavioral Sciences attribute and can be taken as an elective in several different programs.
Same as L12 Educ 4023
Credit 3 units. A&S IQ: SSC

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

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

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

U08 Educ 408 Education and Psychology of Exceptional Children
This course addresses major handicaps of children that require educational modifications as well as 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, are discussed. Required for the teacher certification program. Prerequisite: sophomore standing.
Same as L12 Educ 408
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

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

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

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

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

U08 Educ 4210 Creating Video Documentaries
This course explores the tools and techniques of creating video documentaries. We begin by learning production skills, including camerawork, story development, and digital editing. Working individually or in teams, students will then develop, shoot, and edit a short documentary on a topic of their choice. We also explore concepts of media literacy to help students better understand and navigate the media worlds around them. No previous experience is required. The course is designed to provide students with all of the skills necessary to produce a finished video. The semester culminates with a public screening of student work.
Credit 3 units.

U08 Educ 4302 Cognitive Psychology Applied to Education
This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and research that have potential application to education. Thus, the course will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status, 9 units in Psychology and Psych 100B *or* junior/senior status, 9 units in Education and Psych 100B.
Same as L33 Psych 4302
Credit 3 units. A&S IQ: SSC

U08 Educ 4441 Applied Behavior Analysis I: Basic Principles of Behavior
This course focuses on behavioral principles and procedures as related to the acquisition of new behavior and the modification of existing behavior. Topics to be covered include: reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement. Although the focus is on basic principles derived from laboratory research, applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors are discussed. Philosophical and historical antecedents of behaviorism 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 IQ: SSC

U08 Educ 4452 Applied Behavior Analysis II: Procedures for Behavior Change
This course focuses on the complex behavioral principles and on issues surrounding their application in the analysis and modification of behavior. In addition, students learn to identify behavior and environment relations that constitute behavioral deficits or excesses. Behavioral change procedures to be explored include: functional analysis, reinforcement, shaping, chaining, discrete trials, contingency contracting, reinforcement, and maintenance of behavior change. Ethical considerations are also addressed. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc.™ has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination. Prerequisite: U09-444.
Same as U09 Psych 445
Credit 3 units.

U08 Educ 446 Applied Behavior Analysis: Research Methods and Evaluation
This course focuses on research design and methodology in behavior analytic research, with a focus on single-subject experimental designs. Various behavior-assessment and behavior-intervention evaluation strategies will be examined. In addition, the course explores techniques for direct observation, and measurement of behavior, as well as methods of summarizing data, data analyses, and the ethics of research. Prerequisite: ABA I: Basic Principles of Behavior.
Same as U09 Psych 446
Credit 3 units.

U08 Educ 4491 Applied Behavior Analysis Practicum
This practicum provides experience in applied behavior analysis and is designed for individuals who intend to pursue certification through the Behavior Analysis Certification Board (BCBA) examination at the Associate level (Board Certified Associate Behavior Analyst: BCABA). Students will work in community-based agencies and be supervised by the community agency and the Practicum faculty. Prerequisites: admission to the Washington University Applied Behavior Analysis Certificate

Program; and ABA I: Basic Principles of Behavior; and ABA II: Procedures for Behavior Change; and permission of instructor. Email (aba4kids@yahoo.com).
Same as U09 Psych 449
Credit 2 units.

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

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

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

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

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 IQ: HUM Art: HUM EN: H

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

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

U08 Educ 4841 Elementary Methods Field Experience
Application and analysis of specific content area methods strategies in an elementary school classroom. Prerequisite: admission to teacher education program. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is done. Offered spring semester.

Same as L12 Educ 4841
Credit 2 units. A&S IQ: SSC Art: SSC

U08 Educ 4843 Field Experience Seminar
This course guides students through a field experience in middle or secondary public school. Students observe and document classroom environment characteristics, professional teacher behaviors, and student behaviors; work with students individually and/or in small groups; prepare and teach a lesson.
Same as L12 Educ 4843
Credit variable, maximum 3 units. A&S IQ: SSC

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

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

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

U08 Educ 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. Prerequisite: admission to teacher education program. Graduate students must register for Satisfactory/Unsatisfactory and undergraduates must register for Pass/Fail. Secondary teacher education students enroll for 8 credits during the spring semester.
Same as L12 Educ 492
Credit variable, maximum 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

U08 Educ 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 IQ: SSC Arch: SSC Art: SSC EN: S

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

U08 Educ 500 Independent Study
Permission of instructor. Permission to enroll given in McMillan 215. Credit to be determined in each case. Maximum 6 credit units.
Credit variable, maximum 6 units.

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

U08 Educ 511 Child Development
This course serves as an introduction to developmental theory and research methods by highlighting the various processes (including biological and sociocultural forces) that influence human psychological change. Emphasis is given to normative social-emotional and cognitive development in childhood, using current empirical studies as the basis for student exploration, discussion, and debate.
Same as L12 Educ 512
Credit 3 units.

U08 Educ 5125 Advanced Teaching Methods: Elementary
In this course, students will continue to refine their vision for high-quality instruction in an elementary language arts and mathematics classroom. With regard to language arts, students will build upon their understanding of best practices in elementary literacy by designing the structure for a balanced literacy block in their classrooms. These literacy blocks include instructional time devoted to explicit phonics instruction, shared reading, guided reading, read-aloud instruction, and vocabulary instruction. Students will also focus on writing instruction, and they will implement writing mini-lessons and student conferences in their classrooms. In the area of mathematics, this course will build on students' understanding of effective mathematics instruction and their knowledge of both direct instruction and inquiry-based approaches to learning. Students will explore effective instructional strategies through the lens of content, with a core focus in basic operations (addition, subtraction, multiplication, and division); geometry, fractions, and measurement; and problem solving, algebra, and graphing. By analyzing instruction through the lens of specific mathematical concepts, students will have the opportunity to design lessons that focus on the connections between mathematical content as well as the standards for mathematical practice. Students must have instructor approval to register.
Credit 3 units.

U08 Educ 5126 Advanced Teaching Methods: Secondary English/Language Arts
In this course, students will continue to refine their vision for high-quality English/language arts instruction in a secondary classroom. This course will build upon students' understanding of effective novel studies and writing units by focusing on the fundamentals of close reading, word study, embedded nonfiction, and "writing for reading" strategies. Sophisticated discussions are one of the hallmarks of advanced practice in ELA classrooms. Middle and high school students must be able to fluently use academic language and to internalize habits of discussion. This course will also focus on the role of discussion in an ELA classrooms, and students will implement multiple discussion formats, including Socratic Seminars and Literature Circles. Students in this course will revisit the concept of rigor in a secondary ELA classroom by discussing the importance of text selection, studying text attributes and leveling systems, and analyzing the text selections embedded in their school's curriculum. Students must have instructor approval to register.
Credit 3 units.

U08 Educ 5127 Advanced Teaching Methods: Secondary Mathematics
In this course, students will continue to refine their vision for high-quality mathematics instruction in a secondary classroom. Students will revisit the fundamental design elements present in inquiry-based lessons, focusing on the development of their students' conceptual understandings. The course will also focus on the importance of computational and procedural fluency, and students will create a backwards plan that allows for daily fluency practice within their classrooms. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess their students' problem-solving skills and abilities and to implement effective discourse in their mathematics classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students must have instructor approval to register.
Credit 3 units.

U08 Educ 5128 Advanced Teaching Methods: Secondary Science
In this course, students will continue to refine their vision for high-quality science instruction in a secondary classroom. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess their students' problem-solving skills and abilities and to implement effective discourse in their science classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students must have instructor approval to register.
Credit 3 units.

U08 Educ 515 Continuing the Portfolio Process
Seminar format used to facilitate continuing portfolio development. Emphasis on making connections between university course work and individual teaching practice. Ongoing professional dialogue with peers and mentors provides direction and collegial support as students use the portfolio process to construct meaning out of their teaching experience and provide a clearer vision of their growth and development as a teacher. Prerequisite: Creating a Teaching Portfolio.
Credit 1 unit.

U08 Educ 516 MAEd Portfolio Presentation
Using the "working" portfolio and 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
This course is the second of three courses on teaching reading and writing, with an emphasis on readers, texts, and assessment. The topics covered in this course include addressing issues related to the differences and disabilities that may occur in reading processes; evaluating students' reading skills; analyzing texts for their use by readers; and designing classroom reading activities that assist students with all kinds of material. Prerequisite: Educ 4681 or permission of instructor.
Same as L12 Educ 525
Credit 3 units. EN: S

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

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

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

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

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

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

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

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

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

U08 Educ 6009 Hands-On Science K-8: Matter and Energy
Laboratory experiences, discussion and lectures designed to prepare teachers to implement or strengthen hands-on science teaching in the grades K-8. Inquiry activities illustrating basic matter, and energy and chemistry concepts will be selected in congruence with the National Science Education Standards and the Missouri Show-Me Standards. Prerequisites: permission of instructor; intended for in-service teachers.
Credit 3 units.

U08 Educ 6010 Hands-On Science K-8: Mathematics Concepts
Discussion intensive and lecture course designed to prepare teachers to implement or strengthen hands-on mathematics teaching in grades K-8. Inquiry activities illustrating 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 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 1.5 units.

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

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

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

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

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

Human Resources Management

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

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

Contact:	Jennifer Fickeler
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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.

Required courses (21 units):

Code	Title	Units
HRM 520	Organizational Behavior and Management	3
HRM 531	Human Resource Management	3
HRM 543	Compensation Management	3
HRM 558	HR Metrics	3
HRM 559	Strategy Formation and Organizational Effectiveness	3
HRM 571	Legal Aspects in Human Resources	3
HRM 514	Integrative Capstone Project for Human Resources	3

In addition, students are required to take a minimum of 15 units of elective courses from the following list:

Elective courses (15 units):

Code	Title	Units
HRM 402	SHRM Learning System	3
HRM 435	Individual and Organizational Introspection	3
HRM 504	Consulting Skills for HR and OD Professionals	3
HRM 513	Executive Coaching	3
HRM 523	Organizational Communication	3
HRM 530	Organizational Development	3
HRM 544	Diversity and Inclusion in the Workplace	3
HRM 5461	Managing Dispersed and Global Teams	1.5
HRM 565	Building High-Performance, Team-Based Organizations	3
HRM 582	Principles of Finance	3

Courses

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

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

U87 HRM 502 SHRM Learning System
This course prepares participants to successfully complete the certification examination for the PHR and the 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.
Same as U87 HRM 402
Credit 3 units. UColl: HRP

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

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

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

U87 HRM 514 Integrative Capstone Project for Human Resources
The overall objective of this capstone course is for master's students in Human Resources Management to integrate the program course work through a substantial, independent applied project conducted in a host organization. Students will demonstrate their professionalism through a written and oral presentation of their materials. Students should be in their

final semester of study or have permission of the program coordinator.
Credit 3 units. UColl: OLH

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

U87 HRM 520 Organizational Behavior and Management
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. UColl: OLH, OLI

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

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

U87 HRM 531 Human Resources Management
This online hybrid 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 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, OLI

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

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, OLH, OLI

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 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 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.
Credit 3 units. UColl: OLH

International Affairs

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

Yet, the same context presents great risks as people fear loss of identity, worry about economic subordination and loss to those beyond their borders, encounter environmental degradation, and confront potential decline in personal and social autonomy. Our heightened economic, political, social, cultural and environmental interdependence generates serious challenges in areas such as social justice, health, security, development, human rights, social welfare, inequality, diversity and technology. These challenges create the possibility for 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 faced by states, societies and communities. Students have the opportunity to tailor their studies to explore topics such as global politics, global economics, development, international security and conflict, international business, human rights, the role of gender, the environment and sustainability, and issues of regional importance.

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

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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 that will underpin the AM by ensuring that some common theoretical foundations, knowledge and language are 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. Remaining electives may be chosen from International Affairs seminars or, with permission, from graduate-level courses in other departments.

Required Core Courses: 12 units

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

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

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

Code	Title	Units
IA 509	International Organizations	3
IA 510	UN and International Security	3
IA 511	International Law and the Use of Force	3
IA 5181	International Economics	3
IA 519	International Growth and Development	3
IA 5310	National Security Decision-Making	3
IA 535	American Foreign Policy	3
IA 5410	Alternative Analytic Techniques for International Affairs	3
IA 5571	Politics of Global Finance	3
IA 574	International Relations	3
IA 5772	State Failure, State Success and Development	3
IA 5080	U.S. Law and International Relations	3

These courses are designed to enable students to develop expertise and understanding of dominant analytical frameworks, tools, and common language in the field of international affairs so that they are better prepared to engage with other professionals in the field. A selection of three core courses, which are overlapping, ensures that this foundation will be sound and robust.

Additional International Affairs Courses: 12-15 units

These courses may be chosen from International Affairs seminars or, with permission, from graduate-level courses in other departments.

Capstone Project: 3-6 units

After completing their 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, for especially strong students, a 6-unit Master's Thesis.

Courses

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

U85 IA 500 Independent Study
An independent research project under the supervision of a member of the faculty of the International Affairs program. An approved proposal must be presented at the time of registration. Open only to students admitted into the International Affairs program. For more information, contact an adviser at 314-935-6700.
Credit variable, maximum 3 units.

U85 IA 502 Directed Research Project
An independent research project under the direction of a member of the faculty in the International Affairs program. An approved proposal must be presented at the time of registration. Required for MA degree. Open only to students admitted to International Affairs program.
Credit 3 units.

U85 IA 5053 Cultural Policy and the Politics of Culture in Latin America
This course will examine cultural policy making in Latin America, which has developed from the close relationship between the state and a nation's writers, intellectuals, and artists. Focusing on case studies from Mexico, Argentina, and Brazil, we will explore ways in which the arts have connected with civil society and the public sphere, in turn becoming engines of economic development, political mobilization, and social intervention. We also will examine the evolution of Latin American media and the manner in which public intellectuals have shaped public opinion in the region. Authors include Mary Coffey, George Yudice, Néstor García Canclini, Nicola Miller, and Anne-Marie Stock, among others.
Credit 3 units. UColl: CD, IAA

U85 IA 5080 U.S. Law and International Relations
This course examines how law and politics interact to define the limits on government authority in foreign policy. The separation of powers is a key tenet of the U.S. political system, and nowhere is this principle challenged more than in the realm of foreign policy. All three branches of our government

struggle with the inherent tension between the need for decisive action and secrecy on the one hand and the desire for democratic deliberation and accountability on the other. These tensions have been with us since the beginning of the nation, but they have become even more prominent with recent changes in technology, new international threats, and increased globalization.
Credit 3 units. UColl: IAC, OLI

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

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: IAC, IAI, OLI

U85 IA 512 Humanitarian Intervention in International Society
One of the more striking features of post-Cold War international society has been the development of a theory and practice of humanitarian intervention. This course explores the background, causes, nature, and limits of these changes. The course is interdisciplinary in nature, combining legal, moral, and political analysis, with an emphasis on the legal question of whether today there is so-called legal right of humanitarian intervention. The course does not assume prior background in international relations. We therefore also spend time introducing a few central concepts and issues in international relations in order to provide a theoretical framework for our substantive inquiries into humanitarian intervention.
Credit 3 units. UColl: OLI

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

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

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

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

U85 IA 5213 Latin America in World Affairs
This course examines Latin American foreign relations from the 1820s to the present with an emphasis on the period since 1945. Focusing on transnational relations, the course analyzes long term patterns and trends among Latin 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: CD

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

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

U85 IA 524 Methods and Research Design in International Studies
This course introduces students 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 5264 Environmental Ethics
Credit 3 units. UColl: IAI

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

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

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

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

also study closely the various important sociopolitical, economic, religious, and philosophical concerns raised by their authors. Some excerpts of film adaptations of these works are also used. Primary readings should be mostly completed in advance of the course.
Credit 3 units.

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

U85 IA 5321 Africa and International Development Aid Policy
This course will examine the role that international actors play in the process of domestic development policy. With a focus on the nations of Africa, we will explore the history and evolution of key international entities, including financial institutions such as the World Bank and International Monetary Fund, nongovernmental organizations such as OxFam, and multinational organizations such as the United Nations. We will consider competing theories and strategies on what constitutes the best development policy practices. A selection of case studies will help us assess the effectiveness of policy tools to promote or hinder development in poor countries. Readings will include works by Jeffrey Sachs, Paul Collier, Amartya Sen, and William 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 535 American Foreign Policy
This course begins with a survey of the historical foundations of American foreign policy. Having established a broad understanding of the issues that have confronted the nation, we closely examine the current political climate, and the challenges that the United States faces both in terms of its economic and physical security. Finally, we consider strategies for dealing with the threats and challenges that beset this nation.
Credit 3 units. UColl: IAC, OLI

U85 IA 5400 NGOs in the International System
Over the past several decades, NGOs (nongovernmental organizations) have become an integral part of international politics, addressing crucial problems pertaining to environmental degradation, human rights, immigration, poverty, disease, and so forth. This course will explore 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 5402 Mathematical Modeling in Political Science
This course is designed to provide mathematical tools useful for the rest of the statistical methods sequence, as well as for other courses in formal theory or mathematical modeling. Throughout the course, the mathematical tools are motivated by applications to the general problem of how politics can be modeled for purposes of statistical analysis, deductive reasoning, or conceptual theorizing. This motivation is accomplished by means of a consistent focus on such processes as individual decision making, the representation of issues, statistical phenomena, and phenomena of change over time. The course assumes a sufficient background in elementary algebra, logic, functions, and graphs; remedial work in these areas will be offered through a review course during the last week or two of summer. Mathematical topics covered include: sets and relations; probability; differential calculus and optimization; difference equations; and linear algebra.
Same as L32 Pol Sci 5052
Credit 3 units.

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

U85 IA 541 The Global Village in the 21st Century
This course will explore the structure, function, and impact of global communications media through a study of their historical, economic, political, social, and cultural aspects. A comparison of case studies across the global spectrum will facilitate an understanding 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 our most pressing national security issues. Based on structured analytic techniques employed in the Intelligence Community, students in this course will hone critical thinking skills, consider overlooked ideas, and develop unique perspectives. Students will be given the tools to recognize and overcome biases, mental shortcuts, and unstated assumptions and to challenge conventional wisdom through the analysis of U.S. foreign and counter-terrorism policy and current events in the Middle East, China, and North Korea.
Credit 3 units. UColl: IAC, IAI

U85 IA 5443 Drones, Surveillance, and Biometrics: Global Cyberwar in the 21st Century
This course examines how the practice of militarism is changing worldwide through the development of new technologies. How are governments reshaping the practice of war and diplomacy with the use of unmanned drones to fight wars, biometric eye and finger scanners to patrol borders and immigration, wiretapping on civilian populations to conduct surveillance of foreign terrorists, etc.? How are civilians and nonstate actors engaging in cyberwar, as in the network attacks from China on major corporations like Google? What does it mean that anyone (from militants to humanitarian groups) can now buy drones on the market from private firms? How has a former judge in Montana posed online as an Iraqi cyberspy for the U.S. government? We will assess theories and implications of these developments in readings from sociology, international relations, and science and technology studies. Guest speakers will be invited from institutions around the St. Louis region, such as the National Geospatial-Intelligence Agency, Boeing, legal specialists, and privacy advocates.
Credit 3 units.

U85 IA 5450 Confronting Weapons of Mass Destruction (WMD): International Legal, Political, & Military Frameworks
This course will examine and evaluate the mechanisms employed by states to address the global problem of weapons of mass destruction (WMD) — nuclear, chemical, and biological weapons and their means of delivery. We will establish a framework of understanding about WMD while exploring relevant historical developments. We will focus on a comparison of states' WMD-control/nonproliferation strategies and their WMD-counter-proliferation strategies. We will also consider the matter of complementing the latter strategies with UN Security Council action. The course will conclude with a consideration of the nuclear-weapon abolition debate and viable WMD-control futures.
Credit 3 units. UColl: IAI

U85 IA 5451 Global Poverty
This course examines the contributions of economists and political scientists to analyzing the nature of poverty, to evaluating strategies for reducing or eliminating poverty, and to considering the effects of globalization on the poor. We also focus on ethical matters; namely, our moral obligation to the poor — both those in foreign lands and those who are fellow citizens. The relevant arguments and planning schemes will be assessed and compared.
Credit 3 units. UColl: IAI

U85 IA 5494 Indonesia: History, Society, Culture, and International Relations
Indonesia is the largest nation in Southeast Asia and the world's fourth most populous, with its largest Muslim population. This course will survey the history, politics, and culture of Indonesia. It will cover topics relating to religion, the arts and media, terrorism and ethnic violence, and a burgeoning economy that has generated serious ecological damage. In addition to studying the complexity and diversity of the Indonesian archipelago and its people, we will explore Indonesia's evolving presence on the global stage.
Credit 3 units. UColl: IAA

U85 IA 550 Current Issues in International Affairs
Topic varies from semester to semester.
Credit 3 units.

U85 IA 5501 Civil War and Peace
This course examines the causes and consequences of civil war as well as potential solutions to it, drawing on examples from countries throughout the world. The potential causes of intra-state violence include ethnic and religious identities, economic and security concerns, elite manipulation, and international diffusion. The different tools for managing intra-state conflict that we examine include minority representation, power-sharing, decentralization, and partition.
Credit 3 units. UColl: IAI

U85 IA 551 The Culture of Global Neoliberalism
This course will study neoliberalism, a key socioeconomic approach to the free market and influential model for development, as a phenomenon that has fundamentally affected politics, ideology, and culture across the global-local spectrum. We will explore concepts such as globalism, citizenship, consumerism, private governance, NGOs and the commodification of identity. Our coverage will incorporate the work of David Harvey, Aihwa Ong, Slavoj Zizek, Néstor García Canclini, and Kim Fellner.
Credit 3 units. UColl: IAA

U85 IA 5523 Planetary Problems: International Competition and Cooperation in Outer Space
This course will explore the crucial role of outer space in global affairs and the challenge of confronting potentially dire consequences of an increasingly crowded orbital environment. We will study three key decisions that shaped the American manned space program: Kennedy's Apollo program; Nixon's space shuttle; and Reagan's space station. We will also examine the role of the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS). Most broadly, we will consider the growing importance of space to humanity at large and the attendant challenges that confront the international community.
Credit 3 units. UColl: IAI

U85 IA 553 International Business
Today's business environment has become increasingly global, and it is imperative that business leaders understand the 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 5571 Politics of Global Finance
Global finance underwent stunning transformations over the past 40 years. The changes contribute to interdependence, challenge national sovereignty, alter state-society relations, affect economic development, and influence the distribution of wealth and power in the global political economy. The seminar examines the political economy of monetary relations, the globalization of capital markets, and their effects upon domestic and international affairs.
Credit 3 units. UColl: IAC, IAI

U85 IA 5581 Domestic Politics and U.S. Foreign Policy Decision-Making
This course examines U.S. foreign policy from the perspective of domestic politics, with the aim of understanding how our political institutions affect foreign policy outcomes. The first section of the course provides an overview of the paradigms that have been used to understand foreign policy decision-making and examines the electoral and interest group pressures that influence decisions. The second section studies the chief political branches of government (executive, legislative, judicial) and their role in foreign policy. The final section covers the major bureaucratic agencies involved in foreign policy decisions.
Credit 3 units. UColl: 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 5630 Inside the Intelligence Community
This class will provide an in-depth look at the United States Intelligence Community (IC) — specifically, the different agencies that compose the IC and their varying missions, priorities, and resources — and how intelligence informs national security decision making. Students will analyze long-term national security issues on which the government would like to focus as well as the short-term crisis issues on which the government must focus. We will write strategic analytical products and simulate inter-agency coordination and testimony before Congress. Systems and infrastructure designed around security make virtual interaction the preferred means of communication for analysts with shared problem sets who operate around the world and around the clock. Accordingly, this course, which has been designed for students who are interested in understanding and/or becoming part of our nation's national security apparatus, will simulate the robust yet virtual nature of communication and collaboration within the IC.
Credit 3 units. UColl: IAC

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: CD

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: CD, IAA

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: CD, 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 574 International Relations

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

U85 IA 5772 State Failure, State Success and Development

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

U85 IA 5784 Global Leadership

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

U85 IA 5820 Ukraine in Turmoil

This course will examine recent events in Ukraine and their underlying long-term causes. We will consider the riots of February of 2014 and how the subsequent overthrow of the scandal-ridden Yanukovich government became a bloody civil war in Eastern Ukraine. The class will study the geopolitical Ukraine in the Eurasian land mass, and the tension it has generated between the Russian Federation, 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 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 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: New Cold War
The Cold War supposedly ended in the late 1980s, yet the United States and Russian Federation are on the brink of another period of escalating tensions. In a recent press conference the President of the Russian Federation, Vladimir Putin, issued a dire warning to the United States and its NATO allies. He said the forward deployment of U.S. "Aegis Ashore" missiles in Romania posed an offensive threat to Russia, and for this reason the world is in great danger. This course examines how this new era of strained relations between nuclear powers came to pass with special emphasis on U.S.-Russian relations from 1989 to 2016. Ancillary topics include the Ukraine crisis and Erdogan's volte-face with Moscow.
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, and it is important that we draw from the multiplicity of methods and perspectives nurtured and cultivated in the many disciplines of a great university.

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

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

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

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

Contact:	Stephanie Kirk
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Website:	http://ucollege.wustl.edu/programs/graduate/masters-liberal-arts

Degree Requirements

Master of Liberal Arts

Required Courses: 30 units

Students complete 30 units total, including at least 15 units of core MLA interdisciplinary seminars and a final research project that typically earns 3 credits.

Core MLA Seminars

The Master of Liberal Arts program consists of seminars that introduce students to the methods and questions of different disciplines. These seminars are planned and taught by full-time Washington University faculty, and they cover a wide variety of topics and issues. 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 required courses as the seminars that are designed specifically for the MLA program; others augment a particular interest by taking up to 9 to 12 units of related courses drawn from different departments, with MLA department approval.

Final Project

A 3-credit final research project, developed under the supervision of a Washington University faculty member, is required for the MLA degree. This project presents an opportunity for the student to independently and extensively explore an area of personal interest, and it must be completed at the conclusion of a student's course work. Under special circumstances and with permission, some students complete a final project that comprises two semesters of research and writing for 6 units of credit.

Courses

Visit online course listings 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 IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

U98 MLA 445 Seminar: Reality Theater

Rotating upper-level seminar. Senior seminar normally offered each semester and meant to satisfy the 400-level requirement for the drama major.

Same as L15 Drama 445

Credit 3 units. A&S IQ: HUM EN: H

U98 MLA 4471 Archeology of the St. Louis Region

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

Same as U69 Anthro 3471

Credit 3 units.

U98 MLA 4625 Venice

A seminar focusing on the art of Venice, in particular on Bellini, Giorgione, and Titian. Special attention to the international reputations of these three artists and to problems of patronage, connoisseurship, and interpretation. Prerequisite: Art-Arch 361 or 362, or permission of the instructor.

Same as L01 Art-Arch 4625

Credit 3 units. A&S IQ: HUM Art: AH, HUM EN: H

U98 MLA 472 Social Theory and Anthropology

A seminar on social theory and its ethnographic implications. Course combines major works of modern social theory, including Marx, Weber, and Durkheim, with current work by contemporary anthropologists, such as Clifford Geertz, Eric Wolf, Marshall Sahlins, and Fredrik Barth, and ethnographers from related disciplines, such as Pierre Bourdieu and Paul Willis. Prerequisite: previous anthropology course work or permission of instructor.

Same as L48 Anthro 472

Credit 3 units. A&S IQ: SSC, SC, SD Art: SSC EN: S

U98 MLA 4941 Milton

Major poems and prose works in relation to literary and intellectual currents of the 17th century.

Credit 3 units. Art: HUM

U98 MLA 500 Independent Study

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

Credit variable, maximum 3 units.

U98 MLA 5002 Sounding Tudor Music

We will enter 16th-century English soundscapes, from the soaring brilliance surrounding Henry VIII (Taverner), to the determinedly earthbound tones of Edward VI's Chapel Royal, to the judicious mix of music, religion, and politics marking the beat of Elizabeth I's court (Tallis and Byrd). Exploring the wedding of notes to words, the class will study Byrd, who keeps an Englishman's head; Morley and Weelkes, who yield to Italian fashions; and Dowland, who charts a musical path that mingles British identity with a well-traveled sense of innovative international styles. We will look to (and try out) royal dance in order to experience, both rhythmically and politically, the cadences of court life. All "musically untutored" are welcome.

Credit 3 units.

U98 MLA 5012 Family and Community Ties

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

Credit 3 units.

U98 MLA 502 Directed Research

An independent research project under the supervision of a member of the faculty of the MLA program. Approved proposal must be presented at the time of registrarion. Required for the Master of Liberal Arts. Open only to students admitted to the MLA program. For more information, contact University College 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 registrarion. Open only to students admitted to the MLA program. For more information, contact University College 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 5072 Humanizing Technology
In order to explore the ways that technology had changed the way we read and write, this course examines the myriad ways that technology and the humanities interact in shaping culture and identity in contemporary society. We will study the interactions between the internet and literature, examining the ways that short stories by Jorge Luis Borges and novels like *Snow Crash* by Neal Stephenson have first shaped the ways that we use and think about the internet. We will investigate new approaches to writing inspired by digital technology with the Bolivian novelist Edmundo Paz Soldán's novel *Turing's Delirium*. The class will consider the development of a technological posthuman identity in society, literature, and films through an analysis of Philip K. Dick's novel *Ubik*, the film *The Matrix*, along with the work of cultural theorists Donna Haraway ("A Cyborg Manifesto") and Katherine Hayles (*How We Became Posthuman*). To examine the development of digital humanities as a discipline, students will read selections from Jerome McGann, *Radiant Textualities* and Schreibman, Siemens, and Unsworth, *A Companion to Digital Humanities*.
Credit 3 units.

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

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

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

U98 MLA 5150 Hollywood on Hollywood
Same as U89 AMCS 5151
Credit 3 units. UColl: ACF

U98 MLA 5173 The Origins of Political Thought in Classical Antiquity
In order to understand the origins and development of politics and political ideas in Greco-Roman antiquity, we examine several of the most influential imaginative and philosophical texts of this period, including selections from the works of Homer, Thucydides, Sophocles, Plato, Cicero, Virgil, and Augustine. What is the nature of politics altogether and in its historically distinctive expressions in the ancient Mediterranean? What is the relationship between political ideas and the development of democratic, republican, and monarchic constitutions? 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 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." Readings from the 19th century 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 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 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 5290 Exploring Medieval Literature

This course will read widely in medieval literature, from Britain and Western Europe. We will investigate how authors depict battle (*Beowulf*, *The Song of Roland*), love (troubadour poetry and romance), travel, and quest (Mandeville's *Travels*, *The Book of Margery Kempe*). In addition, we shall study work by some of the most important writers in the emerging vernacular literatures of medieval Europe: Marie de France, Jean de Meun (*The Romance of the Rose*), Dante, Boccaccio, Machaut, Chaucer, and the anonymous poet of *Sir Gawain and the Green Knight*. Texts will be studied in translation, sometimes in full and sometimes in extract, and will be placed in their historical and cultural contexts.
Credit 3 units.

U98 MLA 5300 Modernism

This course will explore modernism's search for new ways to narrate experience in a radically changed world. Traveling across time and space, from East to West, and into modern cities and uncharted locations, we will explore how writers and filmmakers in the 20th and 21st centuries experiment with innovative forms of artistic expression in response to the growing influence of foreign cultures; technological changes and developments in science; the globalization of world markets; and issues of identity, gender, race, and ethnicity. The class will analyze modernism as a rejection of social and political norms, a crisis of identities, and the fragmentation of life. Works to include Franz Kafka, *The Metamorphosis*; James Joyce, *Dubliners*;

Joseph Conrad, *Heart of Darkness*; Amos Tutuola, *My Life in the Bush of Ghosts*; Italo Calvino, *If on a Winter's Night a Traveler*; Jorge Luis Borges, *Fictions*; Alejo Carpentier, *The Kingdom of This World*; Salman Rushdie, *East, West: Stories*; and Don DeLillo, *The Body Artist*, as well as films by Christopher Nolan (*Memento*); Akira Kurosawa (*Rashomon*), and Michelangelo Antonioni (*Blow-Up*).
Credit 3 units.

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

This course will examine the public controversies that surround the development of modern art over the last 150 years, to probe the question of the social and political functions of transgressive art. After reviewing key theories of the avant-garde, we analyze both the persona of the modern artist (Gauguin, Picasso, Pollock) and the place of women artists in the revolutions of modernism (Cassatt, Höch, Kahlo). A key issue to address is how modernism tests limits by asking what is (and is not) art (Duchamp and Brancusi). Some of the most controversial exhibitions in this time frame, from the Salon des Refusés in 1863 to Mirroring Evil in 2002, highlight the challenges raised by modern artists' treatment of the body. Debates waged over public art in St. Louis, and recent controversies over public funding of contemporary art, will close the course. 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 5353 Cultural Geography: Mapping Paris

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

U98 MLA 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

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

U98 MLA 5430 Imagining Germany in the Long 19th Century
Between the start of the French Revolution (1789) and the outbreak of the First World War (1914), Germany was transformed from a patchwork of over 300 sovereign territories into a unified nation-state with immense political and economic power. This course examines the crucial role played by literature and the arts in creating a sense of a German national community during this period. Our materials will include national anthems, fairy tales, painting, public monumental art, opera, essays, propaganda, and popular culture, and we will investigate these materials with an eye toward the different and sometimes opposing visions of the nation and national character to which they give expression. Within this broader context, we will address the perceived contribution of men, women, and the family to the project of nation building; the role of language, of national heroes and legends, and of geography in creating a sense of unity; and the ways in which national identity is defined in opposition to a perceived Other (in this case, France). We will also consider Zionism as an offshoot of the European nationalisms and a response to anti-Semitism in Germany. Works studied include fairy tales by the Brothers Grimm; essays and poems by Johann Wolfgang Goethe, Heinrich von Kleist, and Berthold Auerbach; *Germany, A Winter's Tale* by Heinrich Heine; *The Patrioteer* by Heinrich Mann; and *The Jewish State* by Theodor Herzl.
Credit 3 units.

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

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

U98 MLA 5500 An Island with a View: Reimagining Cuba through Literature, Art, and Film
Credit 3 units. UColl: CD

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 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 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: CD

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 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 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 575 From Buggy to Benz: Global Capitalism, Gender, and Race
In this course, students will examine global capitalism, with particular attention given to how it intersects with gender, race, and place in specific historical moments. Using critical, historical, and ethnographic perspectives, we will consider the emergence of and changes in capitalism and how it relies on and reproduces particular gender, racial/ethnic, and other hierarchies. Course materials will draw examples from around the world and will include novels, ethnographic and historical case studies, social theory, films, and articles from the popular media. Through written assignments, students demonstrate the ability to examine the impact of capitalism on the environment, health, indigenous and marginalized groups, policy, and access to education, jobs, housing, and other resources.
Credit 3 units.

U98 MLA 576 Haunting the World: Refugees in Literature & Film
As of 2019, 65.8 million people — or 1 in 113 individuals — have been forcibly displaced within their own countries or across borders. In this course, we will study literary texts, film, and other forms of cultural production that will provide a window into the complex lives of displaced individuals from World War II to the present. In addition to contextualizing the historical and legal significance of such terms as *refugee, asylum, sanctuary, non-refoulement,* and *forced displacement,* our discussions will also allow us to engage with the broader meanings of concepts that include human rights, hospitality, identity, belonging, and citizenship. Our course will move chronologically from the early 20th century to the present; the last part of the semester will focus specifically on new forms of storytelling that have emerged as a response to the current "crisis."
Credit 3 units.

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

U98 MLA 592 Decoding the City
While architecture and infrastructure are worthy of study in themselves, often they signify more complex cultural meanings, mask efforts to erase or reorder the city, and conceal histories of injustice. This course presents methods for "reading" the built form of the American city to decode histories of architecture, culture, public policy and economics. City space can be read literally, but this course will unpack the symbolic meanings of urban spaces, neighborhoods, buildings and sites. Students will undertake readings that will present methods for understanding and analyzing the city's form, before delving into a specific case study of the Mill Creek Valley. As St. Louis' largest African-American neighborhood, but almost completely erased between 1959 and 1965 using city and federal funds, the site of the neighborhood remains a potent and under-examined part of St. Louis. The course will examine the history of the neighborhood as well as related histories of federal and local urban renewal policies, African-American cultural history and historic preservation. Research into the neighborhood will include experiences at local archives where students will learn to attain and apply primary source documents vital to urban history including Census records, building permits, municipal ordinances and insurance maps. Additional readings will offer insights into possible methods for interpreting and commemorating places that illuminate the urban built environment's historic past. The final project in this course will entail students collaboratively working on a public interpretive project for Mill Creek Valley where they can apply both methods of decoding and curating the city. This course satisfies the Humanities and Social Science requirement for the master's program in American Culture Studies.
Same as U89 AMCS 492
Credit 3 units. UColl: ACH, ACS, HSM, HUS

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

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

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

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 by drawing on the expertise of experienced practitioners in the St. Louis area.

The graduate program in Nonprofit Management provides a range of courses that address the major responsibilities and challenges of nonprofit and human resources management. It prepares students to work effectively in the field, and it enhances the management skills of those seeking careers in related fields. Administered jointly by the Graduate School and University

College, the program is designed for working adults attending school on a part-time basis.

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

Contact:	Amy Buehler
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Website:	https://ucollege.wustl.edu/programs/graduate/masters-nonprofit-management

Degree Requirements

Master of Arts in Nonprofit Management

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

Required Courses:

Code	Title	Units
NPM 507	Management in Nonprofit Organizations	3
NPM 508	Resource Development for Nonprofit Organizations	3
NPM 510	Statistics and Research Design in Nonprofit Management	3
NPM 514	Integrative Capstone Project for Nonprofit Management	3
NPM 520	Organizational Behavior and Management	3
NPM 525	Financial Management of Nonprofit Organizations	3
NPM 531	Human Resources Management	3
NPM 555	Leadership in the Nonprofit Sector	3
NPM 570	Legal Issues Impacting Nonprofit Organizations	3
Total Units		27

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

Courses

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

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

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

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

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

U76 NPM 509 International Organizations
This course examines the role of major international organizations in the modern world — the UN, EU, NATO, IMF, WTO, MERCOSUR, and others. We explore the background

for the creation of these 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: IAC, IAI

U76 NPM 510 Statistics and Research Design in Nonprofit Management
This course emphasizes the application of basic behavioral and social science research methods in the evaluation and management of nonprofit programs. Students learn the tools available to evaluate and report the effectiveness of programs and organizations, including program evaluation, survey design, and qualitative and quantitative research methods.
Credit 3 units. UColl: OLI

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

U76 NPM 514 Integrative Capstone Project for Nonprofit Management
This capstone course provides the opportunity to integrate the program course work through 1) a substantial independent project conducted in a host organization, and 2) the review of several important trends affecting organizations and human resources management.
Credit 3 units. UColl: OLH

U76 NPM 520 Organizational Behavior and Management
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. UColl: OLH, OLI

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

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 online hybrid 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 533 Topics: Emerging Research
From time to time, additional courses are offered in specialized topics of current interest, especially the influence of new research and industry trends on traditional management and accepted best practices in nonprofit organizations. This course will require students to read, analyze and discuss trends, research and expert commentary on the nonprofit sector released within the past 10 years, compare this new information to the sector's historically identified best practices, and determine how this affects the future success of nonprofit organizations.
Credit 3 units. UColl: OLI

U76 NPM 545 Leading and Engaging Volunteers in Nonprofit Organizations
Students will explore and develop practical strategies for effective program planning, volunteer recruitment and retention, 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. UColl: OLI

U76 NPM 5494 Voices in Action: History and Poetry of Protest in America (1939 to Present)
What sparks and sustains people's movements for social justice? This history and creative-writing course explores the contexts and expressions of 20th century and contemporary protest movements, ranging from labor, civil rights, the Vietnam War, ethnic people and women's movements, to contemporary social and environmental justice movements. We will explore

speeches, manifestos, visual and oral texts, songs, and poetry to consider how dissent is voiced in response to specific social contexts and historic events. We will consider the role of personal expression in enacting democracy, focusing on poetry that helps articulate what is at stake in the protest movements of the 20th and 21st centuries. We will examine how language moves people, raising awareness of the facts and felt experiences of injustice, helping to fuel social movements and "call forth a public" to make change. Assignments include a mix of historical analysis, ethnographic and participatory work, creative writing, and reflection.
Same as U89 AMCS 494
Credit 3 units. UColl: ACF, ACH, ACS, HUM

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. UColl: OLH, OLI

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

U76 NPM 570 Legal Issues Impacting Nonprofit Organizations
This 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.
Credit 3 units. UColl: OLI

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. UColl: OLH

Statistics

The **Master of Arts in Statistics** prepares students to perform in an information-rich, data-driven workforce that requires both general and specialized skills in statistical analysis. The 36-unit program, designed primarily for part-time study, covers the 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 and the required practicum provide a foundation for further doctoral-level study in mathematics and statistics or in other academic disciplines such as anthropology, biology, economics, political science and psychology.

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

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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, 3 units of required thesis practicum, and 18 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 these suggested tracks: Biology and Health, Business and Finance, or Engineering and Materials. Candidates for this degree will have completed the calculus sequence (differential, integral and multivariable) as well as an intermediate statistics course (e.g., 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 credits 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)

Code	Title	Units
Math 593 & Math 594	Probability and Mathematical Statistics	6
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		15

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

Required Thesis Practicum (3 Units)

- U20 Math 502 Thesis Practicum

Electives (18 Units)

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

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

Biology and Health Optional Track

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

Business and Finance Optional Track

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

Engineering and Materials Optional Track

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

Courses

Visit online course listings 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.
Credit 3 units. Art: NSM

U20 Math 522 Biostatistics
A second course in elementary statistics with applications to life sciences and medicine. Review of basic statistics using biological and medical examples. New topics include incidence and prevalence, medical diagnosis, sensitivity and specificity, Bayes' rule, decision making, maximum likelihood, logistic regression, ROC curves, and survival analysis. Prerequisites: Math 3200 or a strong performance in Math 2200 and permission of the instructor.
Same as L24 Math 322
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

U20 Math 529 Linear Algebra
Introduction to the linear algebra of finite-dimensional vector spaces. Includes systems of equations, matrices, determinants, inner product spaces, spectral theory. Prerequisite: Math 310 or permission of instructor. Math 309 is not an explicit prerequisite but students should already be familiar with such basic topics from matrix theory as matrix operations, linear systems, row reduction and Gaussian elimination. Material on these topics in early chapters of the text will be covered very quickly.
Same as L24 Math 429
Credit 3 units. A&S IQ: NSM Art: NSM

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

U20 Math 534 Survival Analysis
Life table analysis and testing, mortality and failure rates, Kaplan-Meier or product-limit estimators, hypothesis testing and estimation in the presence of random arrivals and departures, and the Cox proportional hazards model. Techniques of survival analysis are used in medical research, industrial planning and the insurance industry. Prerequisites: CSE 131 or 200, Math 309 and 3200, or permission of the instructor.
Same as L24 Math 434
Credit 3 units. A&S IQ: NSM Art: NSM

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

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

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

U20 Math 561 Time Series Analysis
Time series data types; autocorrelation; stationarity and nonstationarity; autoregressive moving average models; model selection methods; bootstrap condence intervals; trend and seasonality; forecasting; nonlinear time series; filtering and smoothing; autoregressive conditional heteroscedasticity models; multivariate time series; vector autoregression; frequency domain; spectral density; state-space models; Kalman filter. Emphasis on real-world applications and data analysis using statistical software. Prerequisite: Math 493 and either Math 3200 or 494; or permission of the instructor. Some programming experience may also be helpful (consult with the instructor).
Same as L24 Math 461
Credit 3 units. A&S IQ: NSM

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

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

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

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

U20 Math 595 Thesis Practicum I
Credit 3 units.

U20 Math 596 Thesis Practicum II
Credit 3 units.

Teaching and Learning

The **Master of Arts in Teaching and Learning** (MATL) is designed for adult career-changers who are committed to teaching in at-risk schools. University College, the Institute for School Partnership, and the St. Louis Teacher Residency (STLTR) program collaborate to train and support aspiring teachers who, in turn, will accelerate student achievement.

The first year of the program is facilitated by STLTR. Student residents spend one year working with an experienced mentor teacher in a high-needs classroom developing the skills needed to be a leader in the classroom. Residents also take classes focused on the core competencies needed to have a successful career in teaching. By joining STLTR, students make a commitment to serve the learners and families in St. Louis–area public schools.

At the end of the first-year residency, students earn their teacher certification. During the second year, residents teach in their partner school districts while completing their master's degrees at University College. Master's pedagogical course work continues to support and inform the student's classroom teaching, and it is complemented by subject-specific courses. After completing the master's degree, participants commit to teaching for two additional years in their home districts, and they receive continued support from STLTR staff during their early years of teaching.

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Degree Requirements

Master of Arts in Teaching and Learning

Students are required to complete the first-year residency with STLTR to earn their teacher certification. They are required to complete an additional 21 units for the master's degree.

Required Courses (12 units)

- U08 Educ 524: Supporting Special Populations (3 units)
- U08 Educ 51XX: Advanced Teaching Methods I (3 units) (5125 Elementary, 5126 Secondary English/Language Arts, 5127 Secondary Mathematics or 5128 Secondary Science)
- Coming soon: Advanced Teaching Methods II (3 units)
- U08 Educ 5140: MATL Capstone Seminar I (1.5 units)
- U08 Educ 5141: MATL Capstone Seminar II (1.5 units)

Elective Courses (9 units)

Students tailor their degree by taking additional courses in education or in subject-specific areas such as English, math or biology.

Courses

Visit online course listings to view semester offerings for U08 Educ (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U08&crslvl=5:8).

U08 Educ 5125 Advanced Teaching Methods: Elementary
In this course, students will continue to refine their vision for high-quality instruction in an elementary Language Arts and Mathematics classroom. Language Arts: Students will build upon their understanding of best practices in elementary literacy by designing the structure for a balanced literacy block in their classrooms. These literacy blocks include instructional time devoted to explicit phonics instruction, shared reading, guided reading, read-aloud instruction, and vocabulary instruction. Students will also focus on writing instruction and will implement writing mini-lessons and student conferences in their classrooms. Mathematics: This course will also build on students' understanding of effective mathematics instruction and their knowledge of both direct instruction and inquiry-based approaches to learning. Students will explore effective instructional strategies through the lens of content, with a core focus in basic operations (addition, subtraction, multiplication, and division), geometry, fractions and measurement, problem-solving, algebra, and graphing. By analyzing instruction through the lens of specific mathematical concepts, students will have the opportunity to design lessons that focus on the connections between mathematical content as well as the standards for mathematical practice. Students must have instructor approval to register.
Credit 3 units.

U08 Educ 5126 Advanced Teaching Methods: Secondary English/Language Arts
In this course, students will continue to refine their vision for high quality English/language arts (ELA) instruction in a secondary classroom. This course will build upon students' understanding of effective novel studies and writing units by focusing on the fundamentals of close reading, word study, embedded nonfiction, and "writing for reading" strategies. Sophisticated discussions are also one of the hallmarks of advanced practice in ELA classrooms. Middle and high school students must be able to fluently use academic language and internalize habits of discussion. This course will also focus on the role of discussion in an ELA classroom, and students will implement multiple discussion formats, including Socratic Seminars and Literature Circles. Students in this course will also revisit the concept of rigor in a secondary ELA classroom by discussing the importance of text selection, studying text attributes and leveling systems, and analyzing the text selections embedded in their school's curriculum. Students must have instructor approval to register.
Credit 3 units.

U08 Educ 5127 Advanced Teaching Methods: Secondary Mathematics
In this course, students will continue to refine their vision for high-quality mathematics instruction in a secondary classroom. Students will revisit the fundamental design elements present in inquiry-based lessons, focusing on the development of their students' conceptual understandings. The course will also focus on the importance of computational and procedural fluency, and students will create a backwards plan that allows for daily fluency practice within their classrooms. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and to implement effective discourse in their mathematics classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students must have instructor approval to register.
Credit 3 units.

U08 Educ 5128 Advanced Teaching Methods: Secondary Science
In this course, students will continue to refine their vision for high-quality science instruction in a secondary classroom. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and to implement effective discourse in their science classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students must have instructor approval to register.
Credit 3 units.

U08 Educ 524 Supporting Special Populations
This course will focus primarily on the skills teachers need to effectively serve students with disabilities and English-language learners. The course will first focus on developing the foundational knowledge, skills, and strategies for teaching students with special needs. Candidates will explore special education history and laws, theoretical concepts, and instructional practices that facilitate the integration and support of students with special needs in the general education classroom. This course focuses on the inclusion of students with high-incidence disabilities, with the understanding that an inclusive framework can be applied to support students with other disabilities and a variety of learning needs. In this course, students will also be introduced to the historical, political, and legal foundations of educational programs for English learners. The course will provide an overview of theories of second-language learning and research on the effectiveness of various means of promoting academic achievement in linguistically diverse contexts. Students will also be equipped with a repertoire of methods to facilitate and measure students' growth in English language and literacy and to create learning environments that promote content area learning through the use of integrated English language development.
Credit 3 units.

U08 Educ 5140 MATL Capstone Seminar I
The MATL Capstone Seminar will be taught over the course of two semesters to prepare students for their final capstone presentation and portfolio at the conclusion of the second semester. When the school year begins, students will embark on the important work of getting to know their students and their school setting. Building on their knowledge of data-driven instruction, students will use the information gained about their teaching placement in order to set ambitious goals for their students' success. Students will also use investment and engagement strategies to launch their vision and performance goals with students. Throughout the semester, students will also acquire new skills related to data analysis and remediation. On a biweekly basis, students will have data check-ins with their course instructors to ensure that students are on track to meet their goals. Students must have instructor approval to register.
Credit 1.5 units.

U08 Educ 5141 MATL Capstone Seminar II
The MATL Capstone Seminar will be taught over the course of two semesters. In the spring, students will begin drafting their Master's Capstone. Students will curate a Capstone portfolio, displaying their best work from the past two years of teaching. Students will also report on students' final academic achievement and socioemotional growth results. In sum, the final Capstone will consist of the Capstone portfolio, a film of an outstanding lesson, the presentation of a data narrative, and the delivery of an oral defense. For the oral defense, students will present and defend their K-12 students' growth and achievement data as well as key learning from their residency and master's course work to faculty members and guests. Students must have instructor approval to register.
Credit 1.5 units.

Graduate and Advanced Certificates

University College awards advanced 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. To receive a graduate certificate, students must have earned a cumulative grade-point average of 3.0 or higher for all courses taken. To receive a Certificate in Post-Baccalaureate Pre-Medical Study, students must have earned a cumulative GPA of 3.2 or higher for all courses taken.

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. For all other graduate certificate programs, if a student is pursuing a graduate degree and a certificate, the student must complete a minimum of 9 units beyond the requirements for the degree.

Applicants to graduate certificate programs should have a baccalaureate degree from an accredited institution and a minimum overall GPA of 3.0.

Please visit the individual certificate pages for more detailed information, requirements and policies.

Graduate and Advanced Certificates

- Clinical Research Management (p. 71)
- Human Resources Management (p. 71)
- International Affairs (p. 72)
- Math and Science Education (p. 72)
- Nonprofit Management (p. 73)
- Post-Baccalaureate Pre-Medical Program (p. 73)*
- Post-Baccalaureate Teacher Certification (p. 74)*
- SHRM Courses and Certification (p. 74)
- Statistics (p. 75)

* Denotes a certificate that is eligible for financial aid.

Clinical Research Management

The **Advanced 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 this certificate aspire toward leadership positions in academic research centers or related private sector organizations, especially the pharmaceutical industry.

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

Requirements

Advanced Certificate in Clinical Research Management

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

Code	Title	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 Policy	3
CRM 588	Epidemiology for Clinical Research	3
Total Units		21

All courses must be completed with a minimum overall grade-point average of 3.0, and all 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. 36) page of this *Bulletin*.

Human Resources Management

The **Advanced 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. The certificate is available as a fully online or in-classroom program.

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

Requirements

Advanced Certificate in Human Resources Management

The Certificate in Human Resources Management is a 15-unit program composed of three required courses (9 units) and 6 units of elective courses:

Required courses (9 units):

Code	Title	Units
HRM 520	Organizational Behavior and Management	3
HRM 559	Strategy Formation and Organizational Effectiveness	3
HRM 571	Legal Aspects in Human Resources	3

Elective courses (6 units):

Code	Title	Units
HRM 531	Human Resources Management	3
HRM 543	Compensation Management	3
HRM 544	Diversity and Inclusion in the Workplace	3
HRM 558	HR Metrics	3
HRM 565	Building High-Performance, Team-Based Organizations	3

HRM courses can be found on the Master of Arts in Human Resources Management (p. 46) page of this *Bulletin*.

International Affairs

The **Advanced 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 at the same time inviting strategies for compromise and cooperation.

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

Requirements

Advanced Certificate in International Affairs

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

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

International Affairs courses can be found on the Master of Arts in International Affairs (p. 49) page of this *Bulletin*.

Math and Science Education

Washington University Institute for School Partnership, in coordination with the Department of Mathematics and Statistics and the Department of Education, has established a 15-hour **Advanced Certificate program in Math Education** through University College, the evening division of Arts & Sciences. Candidates for this program generally teach K-8 math but do not have a college degree in math.

In addition, Washington University Institute for School Partnership, in coordination with the departments of Biology and Education, has established a 15-hour **Advanced Certificate program in Science Education** through University College. Candidates for this program generally teach K-8 science but do not have a college degree in science.

Both of these program are directed toward in-service teachers of grades K-8. Admission to these programs is competitive and by application only.

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

Requirements

Advanced 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.

Advanced 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 the 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, marketing, resource development and fundraising, strategic planning, program evaluation, financial oversight, and the social and political context of the nonprofit sector. All classes are offered during late afternoon or evening hours and weekends for the convenience of working adult students. *The certificate is available as a fully online or in-classroom certificate.*

The curriculum covers all aspects of nonprofit administration and management:

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

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

Requirements

Advanced Certificate in Nonprofit Management

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

Course Requirements:

The following courses are required:

Code	Title	Units
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. 64) 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 the 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 during the fall, spring and summer terms. Day courses are also available to students, although 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 they 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 of 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. No more than two units of pass/fail work may apply toward certificate requirements. Students who wish to take courses other than those that fulfill the core requirements must have adviser approval.

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

Core Courses

Biology: two semesters with laboratory
General Chemistry: two semesters with laboratory
Organic Chemistry: two semesters with laboratory
Biochemistry: one semester
Mathematics and Statistics: two semesters of college math *(This varies according to school. Statistics is recommended. For the broadest range of schools, Calculus I and II should be completed.)*
General Physics: two semesters with laboratory
English: two semesters, one of composition

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

Post-Baccalaureate Teacher Certification

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

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

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

Requirements

The Curriculum

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

SHRM Courses and Certification

SHRM-CP ® and SHRM-SCP® Certification

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

Program Objectives

The majority of participants enroll in this program to prepare to take the SHRM-CP and SHRM-SCP examinations. The highly interactive instructional methodology provides a rich but scheduled review of the content areas assessed by these tests.

Other participants take the program to enhance their level of professionalism in the field of human resource management.

Schedule

Courses in the SHRM program meet 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 online course listings to view semester offerings for U87 HRM 402 (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U87&crs=402).

Statistics

The **Advanced Certificate in Statistics** recognizes those who have pursued significant advanced study in the field of statistics beyond the bachelor's degree. It is designed for professionals who need enhanced skills in general and specialized statistical analysis. All 15 units of the certificate will apply to the 36-unit Master of Arts in Statistics for those who plan to continue their study in the field.

Requirements

Advanced Certificate in Statistics

Applicants should have a baccalaureate degree from an accredited institution and a minimum overall grade-point average of 3.0. Degree candidates should have completed the calculus sequence (i.e., differential, integral and multivariable calculus), an intermediate statistics course (e.g., Math 305 Probability and Statistics), and either Math 3091 Matrix Algebra or U20 Math 3101 Foundations for Higher Math prior to beginning the certificate program.

Required courses (9 units):

- Math 529 Linear Algebra
- Math 593 Probability
- Math 594 Mathematical Statistics

Electives:

- 6 units of graduate-level statistics courses

Additional Programs

University College offers the following additional graduate programs:

- Combined Bachelor's/Master's Program (p. 75)
- Graduate Student-at-Large (p. 76)

Combined Bachelor's/Master's Program

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

Eligibility Requirements

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

- 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 at the advanced level (300-400), with a 3.0 or higher cumulative GPA.
- Completion of a 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 the associate dean for academics.

Admission

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

Students receiving this preliminary authorization are required to submit the Application for Graduate Admission (http://ucollege.wustl.edu/apply) in University College during the

final 30 to 36 units of undergraduate study, at which time their academic performance and potential for continued graduate study will be re-evaluated. If approved, students will be formally admitted to a graduate program of study. Candidates for the Master of Arts and the Master of Liberal Arts are admitted to the Graduate School. Candidates for the Master of Science in Clinical Research Management are admitted to University College.

Requirements for the Combined BS/Master's Degree

- Formal admission to the Graduate School or University College.
- Completion of a minimum of 135 units of course work (undergraduate and graduate), including all residency requirements for the Bachelor of Science degree.
- Completion of all requirements of 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 to 18 units of graduate course work (depending on the specific master's program) at the 400 and 500 levels may count as requirements for the graduate degree and as unrestricted electives for 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 the following types of students:

- 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 when applications are evaluated.
- 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 them, or take them on a pass/fail basis.
- 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 while a student has 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 Graduate Students-at-Large if they already hold a visa that permits part-time study. International students holding a B-2 or F-2 visa are only permitted to register for courses that are recreational or avocational.

Housing

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

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

Phone:	314-935-6700
Email:	ucollege@wustl.edu
Website:	https://ucollege.wustl.edu/programs/non-degree/graduate-student-at-large

University College - Undergraduate

University College is the professional and continuing education division of Arts & Sciences. The division offers a wide range of courses in both online and face-to-face formats in a variety of academic departments and interdisciplinary and professional areas of study. Part-time and full-time study options in undergraduate degree programs, graduate degree programs, and certificate programs are available. University College also operates the Summer School for both day and evening students; this includes a range of credit programs and noncredit institutes for high-school and middle-school students. University College is home to the Osher Lifelong Learning Institute (https://ucollege.wustl.edu/programs/non-degree/lifelong-learning-institute) for adults age 50 and over. In addition, University College sponsors special lecture series such as the Master of Liberal Arts (MLA) Saturday Lecture Series and Science Saturdays, which is co-sponsored by the Department of Physics. For more information, visit the University College website (http://ucollege.wustl.edu).

Undergraduate Study

University College awards Associate in Arts and Bachelor of Science degrees in a wide range of academic subjects and interdisciplinary areas of study. Students may also select courses from many other academic departments and programs at Washington University that do not offer majors or programs of study in University College. Undergraduate certificate programs (http://ucollege.wustl.edu/programs/20) 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 undergraduate degrees or certificates in University College.

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

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

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

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 BS degree include a high school diploma or its equivalent **and** at least 6 units of transferable college-level course work with a minimum grade-point average of 2.7 taken at another accredited institution **or** at least 6 units of course work taken at University College with a minimum grade-point average of 2.7.

The following Bachelor of Science degrees are offered:

- Anthropology (p. 79)
- Clinical Research Management (p. 85)
- Communications (p. 86)
- Economics (p. 91)
- English (p. 94)
- Global Leadership and Management (p. 98)
- Health Care (p. 98)
- History (p. 105)
- Industrial and Organizational Psychology (p. 112)
- Integrated Studies (p. 118)
- International Studies (p. 119)
- Mathematics or Applied Mathematics (p. 129)
- Political Science (p. 132)
- Psychological & Brain Sciences (p. 137)
- Sustainability (p. 144)

For more specific information about BS degree requirements and policies as well as 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. Students must also 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 of 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 111 Analytical Writing**
- EComp 203 Critical and Researched Writing**
- One additional 3-unit advanced writing course, which may be chosen from U11 3120, U11 324, U11 331, or Rhetoric.**
- One 3-unit course in numerical applications with a minimum grade of C-, which may be applied to the relevant distribution area as noted below.
- One course in moral reasoning, which may be applied to the relevant distribution requirements noted below.
- One 3-unit course in cultural diversity, which may be applied to the Social Sciences or Humanities distribution requirements noted below. Courses that satisfy the cultural diversity requirement explore issues of global human diversity and the interactions among cultures, with a focus on the societies of Africa, East Asia, South Asia, Latin America or the Middle East or on the indigenous peoples of the Americas.

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

** Students who receive a grade of C- or lower in EComp 111 Analytical 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 111 Analytical 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 students will still be required to take EComp 203 Critical and Researched Writing. A student who transfers English composition courses from another college or university must consult an academic adviser at University College, who will provide options for completing requirements. Visit the University College website (http://ucollege.wustl.edu) for additional details about basic requirements.

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

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

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

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

A single course can count without restriction toward any two of the following categories: (1) major requirements; (2) basic requirements for numerical applications or cultural diversity; or (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 as well as those such as education, medicine and business, which require an understanding of human cultural behavior. Biological anthropology provides background for work in zoology, conservation and public health venues. Archaeological anthropology is particularly useful for historical and cultural approaches to institutions.

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

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

Degree Requirements

Bachelor of Science in Anthropology

All University College undergraduate students must satisfy the same general-education requirements (p. 79).

Requirements specific to this major include the following:

- At least 6 units from the introductory Anthropology sequence:

Code	Title	Units
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 also encouraged to take a range of courses in the humanities and the natural sciences.

Courses

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

U69 Anthro 100 Introduction to Anthropology
Anthropology is a field that seeks to synthesize and integrate all aspects of what it means to be human, including the study of human diversity across time and space. Anthropologists are collectively interested in studying humans from a holistic perspective, including cultural, linguistic, and biological anthropology and archaeology. This course aims to introduce students to basic concepts within anthropology, integrating the perspectives and methods of each of the subfields into the approach. We will examine how culture, environment, and biology are intertwined in the variation seen within humans both past and present. Topics addressed will include aspects of human evolution and variation, non-human primates, Paleolithic cultures, subsistence strategies, kinship, political organization, the rise and fall of complex societies, religion, language, globalization, and anthropology in the present and future.
Credit 3 units. UColl: OLI

U69 Anthro 150 Introduction to Human Evolution
The fossil evidence for human evolution, the genetics of human variation and evolution, the study of living nonhuman primates, and the fossil record and its interpretation.
Credit 3 units.

U69 Anthro 160 Introduction to Cultural Anthropology
Equality, hierarchy, and stratification in tribal, peasant, and industrializing societies from past and present cultures. Comparison of the ways in which different cultures 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: CD

U69 Anthro 1751 Introduction to Linguistic Anthropology
This course provides an introduction to the theoretical foundations of linguistic anthropology, the study of language use in cultural contexts. The readings, lectures, and discussions will focus on linguistic anthropology's integration of theory and ethnographic practice.
Credit 3 units.

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

U69 Anthro 190B Introduction to Archaeology
Archaeology plays a critical and unique role in understanding the human past. Through study of the methods and theories of archaeology, and a survey of important firsts in the human past, this course introduces students to the way archaeologists use material culture to reconstruct and understand human behavior. Chronologically ordered case studies from around the globe are used to look at social, ecological, and cultural issues facing humans from the earliest times to the present. Students gain practice reconstructing the past through hands-on participation in two 1-hour labs focusing on lithics and animal bones. By the end of the course, students are expected to be able to think critically

about how the past is presented, and why, and the importance of the past as it relates to the present and future.
Same as L48 Anthro 190B
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

U69 Anthro 2091 Achievements of Past Civilizations
This course is a selective survey of some milestone achievements of past civilizations that have a far-reaching impact on our modern society. Using examples from archaeological sites around the world this class will explore how these achievements have changed the developmental trajectory of humanities. A feature of this course is that it will not only discuss the achievements of the so-called cradles of civilization but also those areas that receive much less scholarly attention in the study of ancient civilizations, such as Central Asia and Sub-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: CD

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

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

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

U69 Anthro 3014 Wining and Dining in the Classical World
The focus of this course will be food culture in Greek and Roman societies from the Archaic to the late Roman period. However, foodways from adjacent contemporary cultures will also be briefly examined. Sources will include textual evidence, as well as ethnographic studies of ancient people, iconographic and archaeological evidence, specifically osteological and botanical remains from archaeological sites. Experimental studies will be conducted in class to augment the learning experience of students.
Same as U02 Classics 3031
Credit 3 units.

U69 Anthro 302 People and Cultures of the Middle East
This course will introduce the cultural diversity and unity of the peoples of the Middle East. The emphasis is on historical and ethnological relationships, social and political structure, religious pluralism and contemporary youth issues. We will explore the lived experiences of the peoples in the modern nation-states of Egypt, Lebanon, Syria, Jordan, Israel, the Palestinian Territories, Turkey, Saudi Arabia and the countries of the Arabian Peninsula, Iraq, and Iran. We will access this material through short stories, poetry, biographies, essays, videos, blogs, and political and anthropological reports.
Same as L48 Anthro 302B
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: IS

U69 Anthro 3030 Introduction to Human Ecology
Human ecology investigates the complex relationships between humans and their environment. The discipline is typically divided into two primary fields of research: cultural ecology (the study of cultural solutions to environmental challenges) and human biological ecology (the study of physical changes that occur in response to environmental stressors). This course examines both biological and cultural human adaptation to the earth's major ecosystems and surveys human subsistence strategies within these environments. Students will investigate the consequences of population growth, modernization, nutritional disparities, medical ethics, and environmental stewardship in a globalized world. The final section of the course will focus on world globalization, modernization, inequality, and health.
Credit 3 units. UColl: ML

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

U69 Anthro 3093 Anthropology of Modern Latin America
A survey of current issues in the anthropological study of culture, politics, and change across contemporary Latin American and the Caribbean. Topics include machismo and 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 IQ: LCD, SSC Arch: SSC Art: SSC BU: IS EN: S

U69 Anthro 310C Ancient Civilizations of the New World
An examination of the Inca empire in Peru, and the Maya and Aztec empires in Mexico through the inquiry into the roots, development, form, and evolutionary history of pre-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 IQ: HUM, LCD Arch: SSC BU: HUM

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: CD

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: CD

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

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

U69 Anthro 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 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 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: CD

U69 Anthro 3421 Becoming Human
Paleolithic cave paintings, elaborate burials, engravings, and figurines have long been celebrated by scholars and the public alike as some of the earliest evidence of human artistic expression. This course will survey the evolution of Paleolithic art and symbolic behaviors among *Homo sapiens* and closely related species such as the Neanderthals. We will explore explanations for the origin(s) of symbolic expression and spend some time situating the evidence within its appropriate archaeological contexts. We will then investigate the many possible meanings and functions of Paleolithic symbolic objects (e.g., personal ornaments, figurines, rock art, burial goods), and we will explore the range of technologies and actions involved in creative expression. Some topics covered include "shamanic" interpretations of Paleolithic art, the so-called "Venus" figurines, the origins and elaboration of human burial, rites of passage, and the diversity of Paleolithic rock art. Students will gain a deeper understanding of the symbolic underpinnings that make us human through a mixture of hands-on activities, projects, and discussion.
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: CD

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: CD

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

U69 Anthro 3531 Love, Courtship, and Marriage in Africa: The Anthropologies of Intimacy and Conjugality
This course is an exploration of past and present anthropological inquiry into love, courtship, and marriage across the African continent. The course explores the various reasons that love on the continent has been of great interest to social scientists in certain historical moments while completely ignored in others. Other key questions in this course revolve around making connections between love and political economies, kinship, gender, health, labor migration, colonialism, and the law, among other key topics. The course will begin by introducing students to earlier anthropological assumptions, which presumed that intimacies in African contexts were tied to urbanization or development theory. Early anthropological works often ignored long histories of companionate relationships and love, setting them at odds with kinship involvement. Only since the 1990s has anthropological inquiry begun to consider intimacy

and affect in Africa more fully. The bulk of the semester will be spent exploring these recent contributions. Course goals include tracing the history of scholarship on love in Africa, exploring contemporary ethnographies in local and global context, and thinking critically through anthropological inquiry and methodologies. Course materials will include a mix of ethnography, scholarly journal articles, and popular news clips as well as films and novels by African scholars and artists.
Credit 3 units. UColl: CD

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

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

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

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

U69 Anthro 3667 Primate Social Behavior
Credit 3 units.

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

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

U69 Anthro 3777 Compassion Cultivation Training
Compassion Cultivation Training (CCT) is an 8-week educational program designed to help students cultivate compassion, strengthen their resilience, feel more connected to others, and improve their overall sense of well-being. CCT is a distillation from Tibetan 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.

U69 Anthro 3795 Anthropology and Climate Change: Past, Present, and Future
This course provides an overview for interplay between humanity and global climate change that encompasses three-field anthropological subjects. Course material includes the role of

climate change in shaping human evolution, human solutions to climatic challenges through time, the impact of human activities on the climate, and modern sociocultural examinations of how climate change is affecting the lives of people around the world.
Credit 3 units. UColl: OLI

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

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

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

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

Clinical Research Management

The **Bachelor of Science in Clinical Research Management** is designed for students in the early stages of a career in clinical research as well as more experienced individuals such as investigators, coordinators and 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 for the management of studies that develop drugs, devices and treatment protocols for patient care.

This customized undergraduate program focuses on the scientific methods of clinical research, good clinical practice, research ethics and the regulatory guidelines that protect human subjects, all of which are integral components of clinical trial management in academic research or pharmaceutical industry settings.

Phone:	314-935-6700
Website:	http://ucollege.wustl.edu/programs/undergraduate/bachelors-clinical-research-management

Degree Requirements

Bachelor of Science in Clinical Research Management

All University College undergraduate students must satisfy the same general-education requirements (p. 79). Requirements specific to the major include the following:

Required Core Courses: 38 units

Code	Title	Units
Bio 101	General Biology I	4
Bio 102	General Biology II	4
Bio 3221	Introduction to Anatomy and Physiology I	3
Bio 3231	Introduction to Anatomy and Physiology II (Without Lab)	3
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 330	The Business of Clinical Research	3
CRM 350	Practicum/Capstone	3
CRM 353	Pharmacology for Clinical Research	3
Phil 233	Biomedical Ethics	3
Total Units		38

Courses

Visit online course listings to view semester offerings for U80 CRM (https://acadinfo.wustl.edu/ucollege).

U80 CRM 250 Fundamentals of Clinical Research Management I
This introductory course provides the basic foundation for clinical research. We examine the historical evolution of research, linking it to the current regulations and guidelines for good clinical practice. Course material includes research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections, and an overview of study conduct.
Credit 3 units.

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

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

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

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

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

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

Communications

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

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

Phone:	314-935-6700
Email:	ucollege@wustl.edu
Website:	http://ucollege.wustl.edu/programs/undergraduate/bachelors-communications

Degree Requirements

Bachelor of Science in Communications

All University College undergraduate students must satisfy the same general-education requirements (p. 79).

The Bachelor of Science in Communications is a 34- to 36-unit program of study that includes 18 units of required core courses; a 13- to 15-unit concentration in Integrated Marketing Communications, Public Relations, Applied Media Practice, Professional Writing or Journalism; and a required internship or independent study

Required Core Courses: 18 units

Code	Title	Units
Comm 234	Foundations of Communications	3
Comm 305	Market Research and Communications Strategies	3
Comm 378	Communications Technology and New Media	3
Comm 381	The Business of Communications	3
Comm 416	Communications Ethics and Law	3
Digital Communication Analysis (NEW COURSE)		3
Total Units		18

Internship or Capstone Course: 3 units

Concentration Area: 13-15 units

- Concentration in Integrated Marketing Communications: 13 units

Code	Title	Units
Comm 262	Integrated Strategic Communications	3
Bus 270	Marketing Concepts	3
Comm 3090	Social Media for Public Relations	1
Comm 350	Public Relations Principles and Social Media	3
Bus 364	Strategic Planning	3

- Concentration in Public Relations: 13 units

Code	Title	Units
Comm 203	Writing for Business Communication	3
or Comm 3451	Effective Editing	
Comm 3090	Social Media for Public Relations	1
Comm 350	Public Relations Principles and Social Media	3
Bus 364	Strategic Planning	3
Comm 372	Crisis Communications	3

- Concentration in Applied Media Practice: 13 units

Code	Title	Units
Comm 218	Website Design and Development	3
Comm 3090	Social Media for Public Relations	1
Comm 308	Making the Cut: Editing Digital Video	3
or JRN 346	Shoot, Cut, and Upload: Create Media Like a Pro	
Comm 318	Advanced Website Design and Development	3
Comm 330	Photojournalism	3
or Comm 326	Blogs to Wikis: Building Community in a Virtual Environment	
or JRN 327	Audio Storytelling: From Podcasts to Newscasts	

- Concentration in Professional Writing: 15 units

Code	Title	Units
Comm 211	Introduction to Journalism	3
Comm 3451	Effective Editing	3
Comm 331	Technical Writing	3
or NPM 470	Grantwriting	
Two upper-level writing electives from English Composition or Journalism		6

- Concentration in Journalism: 15 units

Code	Title	Units
Comm 211	Introduction to Journalism	3
Comm 3451	Effective Editing	3
JRN 226	Broadcast Journalism	3
or JRN 327	Audio Storytelling: From Podcasts to Newscasts	
or JRN 330	Photojournalism	
JRN 340	The Magazine Feature: Idea to Finished Product	3
or JRN 356	Freelance Writing: Process, Publishing and Platform	
or JRN 357	Writing for Online Publication: Writing Blogs and Columns	
Journalism Elective		3

Courses

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

U48 Comm 203 Writing for Business Communication
Effective and appropriate written communication skills are a distinct advantage to any employee and an essential requirement for today's manager. In this course we will take a creative and active approach to increasing your knowledge of communications principles and formats as well as your ability to express yourself in a variety of written forms, including memos, proposals, presentations and reports. Communications strategy, and the importance of how the message, medium and an understanding of the audience all relate to affect communications outcomes, will also be reviewed. Prerequisite: one college-level course in English composition.
Credit 3 units. UColl: OLI

U48 Comm 204 Writing for Survival
The focus of this course is clarity of expression in written documents and verbal exchanges, with an emphasis on effective communication in the workplace. Students will study and practice writing business letters, memorandums, proposals, reports, press releases, and speeches. Additionally we develop and deliver presentations using adaptive learning technology. Using writing and presentation skills acquired in the course, students will propose and develop a nonprofit organization, focusing on a strategic communications strategy for this new organization.
Credit 3 units.

U48 Comm 211 Introduction to Journalism
This course provides an overview of hands-on journalism skills with an emphasis on clear, accurate, and persuasive writing. Students will learn how to get the story, conduct interviews, report the story, and proofread their work. We will study and practice the art of pursuing a story, digging up and verifying facts, sorting fact from opinion, and uncovering information using principles of fairness, truth, and accuracy. As the format for news distribution varies and changes regularly, the course prepares students to use all platforms, including newspaper, television, radio, Facebook, Twitter, social media, citizen journalism, blogs, and all other formats.
Same as U49 JRN 211
Credit 3 units. UColl: OLH

U48 Comm 2111 Introduction to Public Speaking
Public Speaking is an essential skill for success in a student's professional career and in public life. This class is geared for students to succeed. The focus of this class is to develop each student's innate ability and the confidence necessary to speak effectively in public. The presentation skills we will work on are: structuring an effective speech, writing to be heard and not read, and using the voice and body successfully. Students will present an introductory speech, an informative speech and a persuasive speech.
Credit 3 units.

U48 Comm 218 Website Design and Development
This course covers website development using the three methods that have been used since web design first began: hand-coding HTML using a text editor; building webpages using a WYSIWYG editor like Dreamweaver; and using the most modern method, a Content Management System that separates design from content while making it easy for nontechnical users to update a site. We will cover design principles, Cascading Style Sheets, server-side vs. client-side technologies, web browsers, and web servers. We will conclude the course with a brief overview of the future of web development: XHTML and XML.
Credit 3 units.

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

U48 Comm 234 Foundations of Communications
This course examines the dynamic field of communications, including its history, the changing state of media, and current technologies. Students 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 252 Internship in Communications & Journalism
Requires approval from site sponsor, coordinator and dean in University College.
Credit variable, maximum 3 units.

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

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

U48 Comm 261 The Story of Murder
Credit 3 units.

U48 Comm 262 Integrated Strategic Communications
Strategic communication programs enable organizations to accomplish business goals by building and maintaining trusted relationships with their most important communities. A strategic communication plan includes clear and measurable objectives, is based on positioning that clearly differentiates the organization, and takes advantage of appropriate and effective tactics.
This course provides an overview of all aspects of strategic communication and how they relate to each other in corporate, agency and not-for-profit environments. It covers the critical concepts needed to manage diverse communication disciplines — including marketing, branding, advertising, public relations, promotions, graphic design, traditional and new media. This course provides the foundation in theory and practice required by today's business executives and professional communicators to create and manage successful programs, using all available strategic communication techniques.
Credit 3 units.

U48 Comm 280 Using Everyday Technology
This course provides an overview of key computer technologies that are useful in business and at home. Topics covered include computers, the internet, networking, digital music, security, operating systems, web browsers, email, DNS, MP3,

HTTP, Linux, Firefox, and BitTorrent. Additionally, we learn more creative and efficient ways of using standard office applications, such as Word, Excel, and PowerPoint, to improve work performance.
Credit 3 units.

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 300 Independent Study in Communications
Credit variable, maximum 4 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.
Credit 3 units. UColl: OLI

U48 Comm 306 Digital and Content Marketing
Students in this course will learn how to incorporate a strategic digital marketing plan into broader marketing strategies in best practices organizations. Studying how content marketing converts interested buyers into customers, we will learn and practice the four E's of content marketing — educate, engage, encourage, and embrace repeat customers — and study essential digital marketing skills and practices such as inbound marketing and website search engine optimization (SEO). We also look closely at successful email marketing strategies and how they optimize the website conversion funnel, all along learning and using reliable data analytical tools such as Google analytics. Students will be able to connect and fully understand the relationship between a company website, marketing strategy, current and prospective customers, and an effective inbound marketing program.
Credit 3 units.

U48 Comm 308 Making the Cut: Editing Digital Video
This course introduces students to video editing: reducing hours of recorded video to compelling moments, creatively weaving together the best parts to attract and hold viewers. Students will use supplied video material to learn how to guide the viewer's attention, build suspense, and inform the audience. We will also learn tricks to fix common mistakes made in the field and explore higher-level production methods, such as color-correction and picture in a picture technique, to achieve a professional look. By the end of the course, students will be proficient in simple edits to create the equivalent of a basic short narrated video package or promotional video. Students will also learn to improve videography skills by seeing what works in the editing suite.
Credit 3 units.

U48 Comm 3090 Social Media for Public Relations
This class introduces students to the various ways social media may be used in the practice of public relations and marketing. We use the traditional steps of research, strategy, and measurement and apply them to online campaigns. We learn about various emerging social media technologies--including blogs, wikis, Facebook, Twitter, and LinkedIn--and how they have changed the world of PR and marketing.
Credit 1 unit. UColl: OLH

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

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

U48 Comm 315 Sports Reporting and Writing
No journalist works longer or more unappealing hours than a sportswriter, and no one faces tougher deadlines. None is more dedicated to round-the-clock coverage. We'll learn the skill for channeling a love of sports into twitter feeds, blog posts, game stories, columns, hot takes and podcasts even when the home team stinks, the owner is broke, the stadium is falling apart, the point guard has flunked out and the starting goalie gets arrested on a DUI.
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 318 Advanced Website Design and Development
This course focuses on one of the most important parts of Web development: Cascading Style Sheets (CSS), which allow

developers to set the formatting and positioning of content in webpages. We will cover topics such as CSS selectors, media-specific styles, animation, navigation, layouts with Flexbox and Grid, and lightboxes. We will also take an in-depth look responsive web design via Bootstrap and other frameworks. Prerequisites: U48 Comm 218 or instructor permission.
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: CD

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 various formats: paper, oral presentations, and internet. Comparative analysis of what works best with varying topics, situations, audiences, and purposes. Prerequisite: U11 203 or U11 203M. This course will count toward the major in English for day students.
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 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. Prerequisite: U11 203 or 203M.
Same as U11 EComp 331
Credit 3 units.

U48 Comm 3411 Technology for Managers: Tools and Strategies
This course is designed for managers involved in making business decisions involving technology. Students are expected to know how to use a computer, but this course is not a hands-on tutorial. Instead, we will discuss a range of issues focusing around modern technologies used by businesses around the world. Topics include networking, communications, open source software, content management systems, computer based training, web services, website usability, wireless, productivity tools, and more.
Credit 3 units.

U48 Comm 3451 Effective Editing
Today's communicators don't just write, they also must edit their work for posting on a website or publishing in print. Learn about editing, including the basics of professional-grade grammar, punctuation and style usage. Most editing today involves not just copyediting, however. Communicators must know how to spot sexist and racist language, poor organization and imprecise sentences. This class will help students edit others' work, and, most importantly, their own.
Same as U49 JRN 345
Credit 3 units.

U48 Comm 350 Public Relations Principles and Social Media
This course provides an overview of public relations and its social media and online components. We will consider theoretical and practical applications of communications with various publics: media, employees, consumers, the community, and shareholders.
Credit 3 units. UColl: OLI

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 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 374 Communications That Work
Credit 3 units.

U48 Comm 378 Communications Technology and New Media
This course explores concepts, production, design, publications, strategies and practical applications of interactive media. The course focuses on emerging topics and technologies to help students develop strategies for addressing and resolving both basic and complex issues associated with interactive media. Case studies and guest speakers will be introduced to examine a range of interactive media topics including SEO, web advertising, social media marketing, interactive public relations, web design and development, media measurement, email marketing, and games and entertainment.
Credit 3 units. UColl: OLI

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. UColl: OLI

U48 Comm 382 Reputation at Risk: Crises, Crashes, and Recoveries
In this intensive course we will study the public relations practices of crisis management using case studies, mock drills, simulations, and practical exercises. Case studies include Paula Deen, Schnucks, and BP crises. We also examine social media's role in solving or escalating a crisis. Examining both short-term and long-term strategies, we will explore the importance of relationship building for managing a crisis and guarding reputation. This is a fully online course. Only University College students receive credit for online courses.
Credit 3 units.

U48 Comm 383 Politics of Encryption: Snowden, Surveillance, and the Fourth Amendment
In 2013 Edward Snowden disclosed the existence and extent of worldwide government surveillance, leading to important debates about encryption, surveillance, and control. This course uses the implications of Snowden's revelations as a takeoff point to explore the politics of encryption. Topics include encryption and secure communications, the use of encryption by terrorists and criminals, United States and international laws concerning encryption, and the clash between businesses like Apple and U.S. intelligence agencies.
Credit 3 units.

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

U48 Comm 416 Communications Ethics and Law
In this course we will analyze principles that influence ethical judgment in the newsroom, the public relations firm, and the broader communications business. We will look at historical foundations of ethical thought in communications, study laws governing mass communications, and examine tools and strategies for ethical judgment in the field. We also will consider how one's personal ethical framework influences judgment, and use case studies to analyze ethical questions associated with social responsibility, commercial speech vs. political speech, and censorship.
Credit 3 units.

U48 Comm 4210 Developing Community-Based Documentaries: Creating Video Documentaries
This course explores the tools and techniques of creating video documentaries. We begin by learning production skills, including camerawork, story development, and digital editing. Working individually or in teams, students will then develop, shoot, and edit a short documentary on a topic of their choice. We also explore concepts of media literacy to help students better understand and navigate the media worlds around them. No previous experience is required. The course is designed to provide students with all of the skills necessary to produce a finished video. The semester culminates with a public screening of student work.
Same as U08 Educ 4210
Credit 3 units.

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

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

Economics

Economics is an excellent course of study to pursue because it contributes to a broad liberal arts education. It can help students to develop superior problem-solving skills, whether they are 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.

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Degree Requirements

Bachelor of Science in Economics

All University College undergraduate students must satisfy the same general-education requirements (p. 79).

Note: For both the major in economics and the minor in economics, calculus (Math 155, at least) is recommended.

Total units required: 30

Required Courses (18 units):

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 406	Intermediate Microeconomics	3
Econ 407	Intermediate Macroeconomics	3
Econ 414	Econometric Techniques	3
Math 205	Applied Statistics	3
or Math 305	Probability and Statistics	
Total Units		18

Elective courses (12 units; at least 9 units at the 300-400 level):

- Electives can be drawn from U07 electives *or* the following courses (other courses with permission):
  - U44 Bus 263 Financial and Managerial Accounting
  - U44 Bus 342 Business Finance
  - U20 Math 133 Programming with Python
- Recommended:
  - U20 Math 155 Calculus I is strongly recommended.

The Minor in Economics

Total units required: 15

Required Courses (12 units):

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Econ 406	Intermediate Microeconomics	3
Econ 407	Intermediate Macroeconomics	3
Total Units		12

Elective courses:

- One economics elective (3 units) having Econ 1011 and/or Econ 1021 as a prerequisite.

Courses

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

U07 Econ 1011 Introduction to Microeconomics
Determination of prices; distribution of national income; theory of production. For a thorough introduction to economics, Econ 1021 also should be taken.
Credit 3 units. Arch: NSM, SSC Art: NSM, SSC EN: S

U07 Econ 1021 Introduction to Macroeconomics
Business fluctuations: inflation, recession; monetary and fiscal policy; economic development. For a thorough introduction to economics, Econ 1011 should also be taken.
Credit 3 units. Arch: NSM, SSC Art: NSM, SSC EN: S UColl: OLI

U07 Econ 220 Financial Statement Analysis
Accounting terminology and theory form the base for all later knowledge in the financial services area. This course presents the highlights of basic and intermediate accounting. The goal is to enable students to evaluate accounting statements when making financial decisions, not to train professional accountants. The focus is on the principal financial statements (balance sheet, income statement, statement of cash flows, etc.) and core analytical tools.
Credit 3 units.

U07 Econ 308 Real Estate Investments
The theoretical and practical aspects of investing in real estate, including investment strategies, types of real estate, forms of ownership, analysis of risk factors, leverage, effects of inflation, methods of valuation, analysis of financial statements, tax effects, special considerations for the small or first-time investor, how and when to buy, and knowing when to sell. No previous real estate training necessary.
Credit 3 units. UColl: OLH

U07 Econ 313 Economies in Transition and Development
This course examines transition and development in world economies experiencing unprecedented change. In the course we'll cover the main episodes and events in the development of the world economy in the past 300 years, split into two main parts. The first part will be about the development of the Western world, beginning at the time of the Malthusian era, moving on to the take-off of growth in the Industrial Revolution and the Great Divergence in living standards that followed, ending with the Golden Era of the 1950s and 1960s and the challenges faced at the start of the 21st century. The second main part of the course will cover the histories of other major regions — the Soviet Union, Asia, Latin America and Africa as they catch up, fall behind, and converge with the lead established by the West. This course will consider the economic history of "what" happened as well as touch on theories of "why" these events happened and "how" we can use these economic history lessons going forward. Prerequisites: U07 Econ 1011 and U07 Econ 1021.
Credit 3 units.

U07 Econ 335A Money and Banking
Money and the monetary system; money creation by the banking system; central bank functions; monetary theory and economic policy. Prerequisites: Econ 1011 & 1021.
Same as L11 Econ 335
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

U07 Econ 352 Health Economics
Analysis of consumer demand for health care, medical technology, and the role of health insurance. Emphasis placed on behavior of the physician (whether he acts as an agent for the consumer or on his own behalf); on the use of paramedics, preventive care, outpatient care, and the general market organization of the health industry. The major concern will be the rising cost of health care and appropriate public policy responses. Prerequisite: Econ 1011.
Credit 3 units. Art: SSC BU: BA EN: S

U07 Econ 3531 Law and Economics
The application of economics concepts and analysis to legal and public-policy issues. We broadly examine the roles of prices and markets, the causes of market failures and the criteria for "corrective" intervention. Specific topics include (1) the long-run and short-run economic interests of individual, corporate and public sector clients in a variety of legal contexts, (2) the normative judgments that are implicit in many economic policies and the legal structures implementing such policies; and (3) the uses and limits of economic analysis and economic data in solving a variety of social problems. Prerequisite: U07 Econ 1011.
Credit 3 units.

U07 Econ 355 Environmental Economics
Environmental economics is a subfield of economics concerned with environmental issues, both theoretical as well as applied and public-policy oriented. Central to environmental economics is the concept of market failure, particularly the existence of externalities. Correcting for externalities and crafting acceptable public policy responses will be a central focus of this course. Topics explored will include: consumer theory and valuation; pollution and production theory; environmental protection and welfare; the Coase Theorem; resource management; and economic growth and environmental sustainability. Prerequisite: Econ 1011.
Credit 3 units.

U07 Econ 362 Investment Chart Analysis
Investment Chart Analysis, also known as "Technical Analysis," represents one of two major methods of analyzing securities (e.g., stocks, futures and commodities, foreign exchange, etc.), with the other method being "Fundamental Analysis." Technical Analysis involves studying the statistics generated as a result of market activity. In other words, we look at supply and demand in a market, with the goal of predicting what direction, or trend, will continue in the future. The purpose of this course is to present the basic skills used in Investment Chart Analysis. Topics covered will include: an overview (including the difference between "fundamental" and "technical" analysis), the definition of a chart, how to recognize and use trends, how to characterize indicators (i.e., of a change in trend) and how to use basic statistics (such as a moving average) as indicators of changes in trends. The course grade will reflect weekly homework assignments, a midterm exam and a final exam. Data, charts, modeling and back test analytic programming software included. Computer literacy required. Prerequisites: Econ 1011, Econ 1021, Math 205.
Credit 3 units.

U07 Econ 3711 International Agricultural Development & Policy
This course includes the 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 the following: 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. This is a fully online course. Only University College students may receive credit for online courses.
Credit 3 units. UColl: CD, OLI

U07 Econ 375 Global Financial and Trade Policy
Concept of comparative advantage arguments for free trade and protectionism and balance of payments adjustment over fixed and flexible exchange rates. Prerequisites: U07 Econ 1011 and 1021.
Credit 3 units.

U07 Econ 3801 Regional Economics & Geographic Information Systems (GIS)
Classical theories of economics are the foundation of today's regional thinking, and they are the starting point of this course. Modern information technology in the form of Geographic Information Systems, Global Positioning Systems and mobile computing have combined to empower traditional theories with a penetrating pretense in application to contemporary public and private sector issues. New case-study material and hands-on learning practice sets drawn from spatial situations in logistics management, infrastructure design, operation and maintenance, Utilities and energy management, operations, and maintenance, resource allocation and optimization, transportation, disaster avoidance, management, and recovery, and marketing and distribution provide customized learning examples. Prerequisite: U07 Econ 1011 (or similar introduction to microeconomic principles).
Credit 3 units.

U07 Econ 406 Intermediate Microeconomics
Analytic theory of consumer and producer behavior under perfect and imperfect competition. Coverage of demand theory (indifference curves and utility functions) and preferences under uncertainty, including expected utility and risk aversion. Development of the concepts of competitive equilibrium and Pareto efficiency. Prerequisite: Econ 1011. (Calculus I recommended.)
Credit 3 units.

U07 Econ 407 Intermediate Macroeconomics
Analysis of forces that determine the general level of prices, output, and employment; relationship between economic growth and business fluctuations; policies of achieving full employment

and price stability. Prerequisite: Econ 1021. (Econ 1011 and Calculus I recommended.)
Credit 3 units.

U07 Econ 414 Econometric Techniques
Basic techniques of econometric analysis, including multiple and generalized linear regressions, residuals analysis, instrumental variables, simultaneous equation methods, and logit and probit models. Students apply the theory with regression analysis using econometric software packages. Prior experience with a computer keyboard or word processor useful. Prerequisite: U07 Econ 1011 and 1021, or U20 Math 205 or equivalent.
Credit 3 units.

U07 Econ 427 Economic Systems in Theory and Practice
Theory and practice of mercantilism, capitalism, and socialism. Historical and contemporary examples considered, with contemporary focus on Latin America, Eastern Europe, and Hong Kong. Primary emphasis on choices open to individuals; pecuniary and non-pecuniary prices paid to exercise those choices. Statistical evidence and case studies will be used. Course requirements include weekly written critique. Prerequisite: U07 Econ 1011 or 1021.
Credit 3 units.

U07 Econ 4601 Urban Economics
The economic function of the city and the role of the city in the national economy are discussed. Topics include local decision-making and the financing of local government expenditures. The course will also include an analysis of selected urban problems, such as the causes and effects of housing market segregation, decay and abandonment, landlord-tenant relations, crime, and urban transport systems. Prerequisite: Econ 4011.
Same as L11 Econ 460
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

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, to the development of the English language, and to 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.

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Degree Requirements

Bachelor of Science in English

All University College undergraduate students must satisfy the same general-education requirements (p. 79).

English majors are required to take 10 courses as described in more detail 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 Analytical Writing (EComp 111).

Two Introductory Courses

Intended to be taken first, these courses are critical surveys of the literary history of the major literatures of the English language. Along with an understanding of the historical movements in literature, these courses will help students to develop a vocabulary of critical analysis and literary criticism:

- Literature in English: Early Texts and Contexts (ELit 261)
- Literature in English: Modern Texts and Contexts (ELit 262)

Four 300-Level Courses

Students are required to take the following course:

- Introduction to Literary Theory (ELit 3552)

They must also take three historical courses. Students must select at least one course from each of the following groups:

- Group 1: Medieval, Early Modern
- Group 2: The 18th Century, the 19th Century, the 20th Century and later

Four 300-Level Electives

The Minor in English (15 units)

Required Courses (6 units)

- Literature in English: Early Texts and Contexts (ELit 261)
- Literature in English: Modern Texts and Contexts (ELit 262)

Elective Courses (9 units)

- Advanced-level courses in English, one of which must be in literature pre-1700

Courses

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

U65 ELit 211 Chief English Writers I
Introduction to major writers: Chaucer through Milton in U65-211; post-Milton to Joyce in U65-212.
Credit 3 units.

U65 ELit 212 Chief English Writers II
Introduction to major writers: Chaucer through Milton in U65-211; post-Milton to Joyce in U65-212.
Credit 3 units.

U65 ELit 2151 Introduction to Literary Study II: Modern Texts, Contexts, and Critical Methods
This course provides beginning students of English with a chronological outline of early literature in English from the middle ages to the late 18th century. It introduces them to the central themes, genres, and forces that have shaped the early history of literature as well as the tools, vocabularies, and critical practices of literary studies. We will organize our semester around four themes: inventing a nation; the sacred and the secular; centers and margins; private and public. We will study, among others, four of the following key texts and authors: *Sir Gawain and the Green Knight*, Chaucer, Shakespeare, Milton, and one of Defoe's novels.
Same as L14 E Lit 2151
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

U65 ELit 257 The Art of Poetry
We will examine the tools of the trade from rhyme to reason in an effort to understand the value of poetry: how it works as an art form, why it is the purest expression of human feeling and thought, why and how its message is rendered in pictures made out of lines, stanzas, and musical sounds. We will learn how to explicate, maybe to imitate. Writers of fiction and the personal essay should benefit from our emphasis on the sense of concretion and condensation. Poets will get to study and practice.
Credit 3 units. UColl: ENE, ENL

U65 ELit 261 Literature in English: Early Texts and Contexts
Credit 3 units.

U65 ELit 262 Literature in English: Modern Texts and Contexts
This course provides beginning students of English with a chronological outline of modern literature in English from Romanticism to the present. It introduces them to the central themes, genres, and forces that have shaped the modern history of literature as well as the tools, vocabularies, and critical practices of literary studies. We will organize our semester around five themes: literary revolutions; questions of genre; subjectivity and authorship; gender, sexuality, and identity; modernism. We will study texts from Britain/Ireland, the United States, and at least one example of global literature in English.
Credit 3 units.

U65 ELit 300 Independent Study
Credit 3 units.

U65 ELit 301 Practical Criticism
Poetry and short fiction serve as texts for practice in close reading. Class discussions and frequent though brief papers encourage students to explore a variety of interpretive approaches. Strongly recommended for English majors.
Credit 3 units. UColl: ENL

U65 ELit 305 Topics in Literature and Culture
Topics vary by semester.
Credit 3 units. UColl: ENL

U65 ELit 307 The Writing of the Indian Subcontinent
The Indian subcontinent has in recent years yielded a number of writers, expatriate or otherwise, whose works articulate the postcolonial experience in the "foreign" English tongue. This course is designed to be an introductory survey of such writing, drawing on select subcontinental writers. Covering both fiction and nonfiction by several authors including R.K. Narayan, Salman Rushdie, Anita Desai, Amitav Ghosh, Sara Suleri, Micheal Ondaatjie and Romesh Gunesekera, we will discuss such issues as the nature of the colonial legacy, the status of the English language, problems of translation (linguistic and cultural), the politics of religion, the expatriate identity and the constraints of gender roles.
Same as L14 E Lit 307
Credit 3 units. A&S IQ: HUM, LCD Art: HUM BU: HUM

U65 ELit 310 Topics: How Medieval is Game of Thrones?: Fact and Fiction in Modern Medievalism
Credit 3 units. UColl: ENL, OLI

U65 ELit 311 Topics in English and American Literature
Credit 3 units. UColl: ENL

U65 ELit 312 Topics in English and American Literature
Credit 3 units. UColl: ENE, ENL

U65 ELit 3122 American Literature after the Cold War
We will read *Beowulf*, *Sir Gawain and the Green Knight*, Chaucer's *Troilus and Criseyde*, *The Mabinogion*, *The Tain*, *Margery Kempe*, and Malory's *Morte d'Arthur*.
Same as L14 E Lit 3122
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

U65 ELit 3131 Seamus Heaney
By the time Seamus Heaney was awarded the Nobel Prize for Literature in 1995, he had already built a reputation as one of the foremost poets of his generation, a leading figure in 20th- and early 21st-century verse, widely seen as the true successor to W.B. Yeats as the national bard of Ireland. This course examines the arc of his literary career, working our way chronologically through the poetry, exploring texts in conjunction with their contexts, seeking a deeper understanding of form and meaning through close reading and scholarly engagement with a full range of his writing. Readings include poems from the volumes *Death of a Naturalist*, *Wintering Out*, *Door Into the Dark*, *North*, *Station Island*, *Seeing Things*, *The Spirit Level*, *Human Chain*, and others.
Same as U47 IRISH 317
Credit 3 units.

U65 ELit 3142 "What's Love Got to Do with It?": Investigating the Love Poem
Just what is a "love poem"? Does it have to be romantic? In this course we will use these questions to develop a more nuanced appreciation of love poetry across cultures and ages. From the fragments of Sappho, the mystic poetry of India, and the erotically-tinged sonnets of Shakespeare and Donne, to modern and contemporary poets like William Carlos Williams, Sharon Olds, and Maya Angelou, this course will examine not only the varied conceptions of love across time and context but how the love poem has assimilated a vast diversity of verseforms and styles. Combining periodic on-campus meetings with a Telesis virtual platform, this course will not meet on a weekly basis. Instead, the course will proceed as a hybrid of online and in-class environments. A mandatory introductory class will be held at the beginning of the term. For more information and a course syllabus, contact instructor in the weeks preceding the start of the semester.
Credit 3 units. UColl: ENE, ENL

U65 ELit 3153 Topics in American Literature: Contemporary American Narratives of Dislocation and Loss
Topics: themes, formal problems, literary genres, special subjects (e.g., the American West, American autobiographical writing). Consult Course Listings for offerings in any given semester.
Credit 3 units. BU: HUM UColl: ENL

U65 ELit 316 Topics in American Literature
Topic varies. Writing intensive.
Same as L14 E Lit 316W
Credit 3 units. A&S IQ: HUM, WI BU: HUM EN: H

U65 ELit 3181 Topics in American Literature: The Cultural History of the American Teenager
Same as L14 E Lit 318
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H, H

U65 ELit 319 Topics in Women and Literature
Credit 3 units. UColl: ENL

U65 ELit 320 Major American Writers
Introduction to basic American texts: *The Scarlet Letter*, *Moby Dick*, *Huckleberry Finn*, *The Great Gatsby*. Readings by such authors as Poe, Whitman, Dickinson, James, Crane, Hemingway, and Faulkner.
Credit 3 units. UColl: ENL

U65 ELit 321B American Literature to 1865
Same as L14 E Lit 321
Credit 3 units. A&S IQ: HUM Art: HUM BU: HUM

U65 ELit 328 Gender and the Victorian Heart
"Gender and the Victorian Heart" will explore the intersections of gender and Victorian literature, autobiography, and fiction, specifically with regard to the representations (or lack of representation) of emotions, and the ensuing perceptions of power and/or weakness that result from these intersections. We will read a variety of work from multiple genres in order to investigate how a number of major Victorian writers construct emotions, emotional characters, and unemotional characters. Emotions to be contemplated include platonic, romantic, maternal/paternal loves; desire; fear; shame, guilt, and embarrassment; pride; anger and rage; grief and joy; envy and jealousy. We will be particularly interested in the interactions and constructions of emotions and gender roles. How do these authors construct, envision, and re-envision emotions in the 19th century, and how do historical gender roles get reified or revised by these authors?
Same as U92 WGSS 318
Credit 3 units. UColl: OLI

U65 ELit 330 Greek Drama
The first great age of drama, both for tragedy and comedy, both in practice and in theory, was in ancient Greece. We will read representative plays by Aeschylus, Sophocles, Euripides, and Aristophanes, as well as Aristotle's *Poetics*.
Credit 2 units.

U65 ELit 334 The Golden Age of Children's Literature
A comprehensive survey of the major works for children written during this period.
Same as L14 E Lit 334
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

U65 ELit 346 Topics in English Literature
This course will treat as a starting point the shooting of Michael Brown and the civil unrest that followed in Ferguson, Missouri, in 2014 to trace the representation of African-American lives from the Plessy v. Ferguson Supreme Court decision in 1897 to the present. We will investigate how literary representations of African-American experience have changed — and remained the same — over the past 120 years. Our inquiries focus on the ways that essays, poems, and novels depict oppression, inequality, violence, and race. We read, among others, W.E.B. Dubois, Nella Larsen, George Schuler, Richard Wright, Ralph Ellison, John A. Williams, Ishmael Reed, Octavia Butler, Toni Morrison, Percival Everett, Colson Whitehead, and Ta-Nehisi Coates.
Credit 3 units. UColl: ENL

U65 ELit 348 Masterpieces of Literature: European Fiction
Masterpieces of Western literature in English translation: the 17th century through the 20th century.
Same as L14 E Lit 348
Credit 3 units. A&S IQ: HUM, LCD BU: HUM

U65 ELit 351 Topics in English and American Literature
This course will take a broad view of the satanic in Western literary and cultural traditions. We will explore premodern beliefs concerning demons before reading excerpts from Dante's *Inferno* and Milton's *Paradise Lost*. Students will study how the Romantics adopted and adapted the satanic as a counterforce to rationalism and political repression. Often defining by negation, the devil in these books will expose us to core concepts in Western thought including servitude and freedom, cosmic evil and redemption, discipline and justice, possession and liberation. 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 352K Topics in Literature: Reading for Meaning
Topics course which varies by semester.
Same as L14 E Lit 3522
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: IS EN: H

U65 ELit 3552 Introduction to Literary Theory
This course introduces students to some of the most influential theoretical approaches to interpretation in Western culture, to the conceptual and historical debates about theory, and to the keywords used in these debates. Students will learn how to write and speak about theoretical texts and how to recognize the theoretical assumptions that underlie acts of interpretation. Theoretical approaches likely to be featured include: formalism; Marxism; psychoanalysis; gender and sexuality studies; structuralism and post-structuralism; postcolonial studies; critical race studies; new historicism and cultural materialism; cultural studies. This course fulfills the literary theory requirement for the major; no substitutions will be permitted.
Credit 3 units.

U65 ELit 357 American Poetic Experience
This course, conducted completely online, introduces students to the reading and appreciation of American poetry. We consider the importance of the poetic form as well as the significance of the contexts informing the poetic experience. This is a fully online course. Only University College students receive credit for fully online courses.
Credit 3 units.

U65 ELit 3602 Topics in Film and Literature
Topics course in film and literature.
Credit 3 units. UColl: ENL

U65 ELit 365 The Bible as Literature
Extensive reading in English translations of the Old Testament and the New Testament, with emphasis on literary form and ideas. Some attention is paid to the backgrounds of the Bible and to biblical influence on various aspects of Western thought and culture.
Credit 3 units. UColl: ENE

U65 ELit 370 The Writing and Representation of Pain
This course explores a range of discourses about pain, including theoretical and technical ones.
Credit 3 units. UColl: ENL

U65 ELit 380 Rebel Poets: Verses of Dissent
From the "of-the-rough" Walt Whitman to the censored Anna Akhmatova, poets have long rebelled against authority — whether it be sociopolitical, academic, or the literary traditions of their times. This all-online course will examine an eclectic array of "rebellious verse" by Americans and, on occasion, their global counterparts. Literary greats like Emily Dickinson, Vladimir Mayakovsky, Gertrude Stein, and other moderns will be paired with contemporary voices such as Lyn Hejinian, Claudia Rankine, and Thomas Sayers Ellis. Poets often excluded from the canon, such as Patti Smith, Saul Williams, and Taylor Mali, will be considered in connection to a poetry thriving outside the "ivory tower." Rejecting monolithic conceptions of dissent, we shall consider the term "rebel" beyond its immediate connotations to include matters of experimentation with voice and form. Need a "rebellious poem" be by a "rebel poet"? What constitutes poetic dissent, and how can this change over time?
Credit 3 units.

U65 ELit 387 African-American Literature: Early Writers to the Harlem Renaissance
Same as L14 E Lit 387
Credit 3 units. A&S IQ: HUM, SD BU: HUM

U65 ELit 395 Shakespeare
Detailed discussion of a number of plays representative of different types: comedy, tragedy, history, romance. Shakespeare as a poetic dramatist and the plays as functioning stage pieces.
Credit 3 units. BU: HUM UColl: ENE

U65 ELit 3992 Honors Research II
This course is tailored to the needs of students who are pursuing honors in English in their senior year. It will develop students' ability to gauge how different approaches affect the research and the outcome of a project in literary studies. It will guide them in their research by analyzing and discussing research design, the construction of an archive, and the assessment and use of sources. Assignments will include annotated bibliographies, summaries of the critical debate on student topics, abstract writing, research presentations, as well as drafts and final versions of chapters or essays. We will workshop many of these assignments in the classroom and practice peer review. The seminar will stretch over two semesters, ending before spring break, when honors work is due in the college. It is required for students who pursue honors by course work and by thesis.
Same as L14 E Lit 3992
Credit 2 units.

U65 ELit 400 Independent Study
Credit variable, maximum 3 units.

U65 ELit 424A Topics in American Literature II: Modernisms in America
This course offers an advanced introduction to both the literature and the concept of modernism, the "ism" used to mark the experimental verve of early 20th-century writing and to grasp its ties to modernity, or the modern social world. As the course title suggests, we will devote most of our time to the career of modernism in the United States, a place imagined as both the modernist nation par excellence and the desert modernism escaped to be born. Three groups of primary texts — early modernist experiments, 1920s modernist landmarks, and Great Depression revisions — will illuminate the grand ambitions of eccentric literary forms and sequestered avant-garde movements; the public disputes and buried alliances between "high" expatriate and Harlem Renaissance modernisms; and the influential Depression-era reinterpretation of modernism as reactionary self-indulgence. The syllabus will feature fiction, poetry, and drama by old and new literary celebrities: Djuna Barnes, John Dos Passos, T.S. Eliot, F. Scott Fitzgerald, Mike Gold, Ernest Hemingway, Nella Larsen, Meridel LeSueur, Claude McKay, Clifford Odets, Tillie Olsen, Ezra Pound, Jean Toomer, and Richard Wright. A shorter list of critical essays will highlight modernism's tendency to theorize itself while introducing 21st-century perspectives from the "New Modernist Studies." Satisfies the American requirement. For undergraduates, junior or senior standing is required.

Same as L14 E Lit 424
Credit 3 units. A&S IQ: HUM Art: HUM

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

Global Leadership and Management

The **Bachelor of Science in Global Leadership and Management** prepares students for leadership and management positions in a variety of private, public, domestic and international organizational settings. 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.

In addition, the program enables students to examine the dynamic between culture and successful business practice, both at home and abroad, and it provides the opportunity to study in greater depth the culture of a particular geographic area associated with a student's personal and professional interests.

Contact:	Cindy Wessel
Phone:	314-935-6700
Email:	cwessel@wustl.edu
Website:	http://ucollege.wustl.edu/programs/undergraduate/bachelors-global-leadership-management

Degree Requirements

Bachelor of Science in Global Leadership and Management

All University College undergraduate students must satisfy the same general-education requirements (p. 79). Requirements specific to the major include the following:

Required Courses: 33 units

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 1021	Introduction to Macroeconomics	3
Math 205	Applied Statistics	3
or Math 1011	Introduction to Statistics	
or Math 305	Probability and Statistics	
Bus 263	Financial and Managerial Accounting	3
Bus 270	Marketing Concepts	3
Bus 339	Principles of Management	3
Bus 342	Business Finance	3
Bus 380	International Trade and Globalization	3
IS 330	International Management: Leadership Across Cultures	3
Psych 381	Cross-Cultural Psychology	3
Bus 385	Global Regional Economies: Economic Integration	3
Total Units		33

Elective Courses in Culture and Area Studies: 3 units

Code	Title	Units
IS 324	Intercultural Communication	3
SUST 325	Introduction to Resilience	3
Econ 406	Intermediate Microeconomics	3
Econ 427	Economic Systems in Theory and Practice	3
EComp 324	Writing for Public Speaking	3
Phil 234	Business Ethics	3
Other internationally-related courses from Political Science or International Affairs, with approval		

Undergraduate and graduate degree and certificate programs offered by University College are offered through Arts & Sciences at Washington University in St. Louis. Business-related programs in University College are not accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

Health Care

The **Bachelor of Science in Health Care** provides an academic foundation for students pursuing managerial, clinical or research careers in health care. The program includes a base of core courses that examine scientific, social, political, economic, ethical and organizational issues in health care and that also address implications for individual practice and public policy. This required core, drawn largely from Arts & Sciences, underscores the complex interdisciplinary nature of health care today and the mandate for critical thinking, contextual understanding and ethical behavior across all related fields and careers.

Grounded in these common questions and skill sets, students then pursue more specialized professional interests by selecting a concentration in either health care management or health sciences. The program equips students with an academic foundation for graduate or professional school or for work in a variety of health care professions, including hospital administration, community health, public health, biomedical research, medicine, nursing, dentistry, and physical and occupational therapy.

Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-health-care

Degree Requirements

Bachelor of Science in Health Care

All University College undergraduate students must satisfy the same general-education requirements (p. 79). Requirements specific to this major include the following:

Required Core Courses: 12 units

Code	Title	Units
Phil 233	Biomedical Ethics	3
Psych 358	Health Psychology	3
HCARE 309	Health and Society	3
Anthro 3283	Introduction to Public Health	3
Total Units		12

Health Care Management Concentration

Required Courses: 24 units

Code	Title	Units
Econ 1011	Introduction to Microeconomics	3
Econ 352	Health Economics	3
Math 1011	Introduction to Statistics	3
or Math 205	Applied Statistics	
or Math 305	Probability and Statistics	
Bus 263	Financial and Managerial Accounting	3
Bus 339	Principles of Management	3
HCARE 312	Legal Issues in Health Care Management	3
HCARE 314	Health Care Finance	3
HCARE 355	Health Care Reform and Policy	3
Total Units		24

Health Sciences Concentration

Required Courses: 11 units

Code	Title	Units
Bio 101	General Biology I	4
Bio 102	General Biology II	4
Bio 342	Introduction to Human Disease and its Scientific Basis	3
Total Units		11

Electives: 12 units; at least 6 units at the 300-400 level

Code	Title	Units
Chem 105	General Chemistry I	3
Chem 106	General Chemistry II	3
Chem 151	General Chemistry Laboratory I	2
Chem 152	General Chemistry Laboratory II	2
Chem 261	Organic Chemistry With Lab	4
Chem 262	Organic Chemistry II with Lab	4
Phys 211	General Physics	4
Phys 212	General Physics II	4
Bio 322	Introduction to Anatomy and Physiology I	5
Bio 323	Introduction to Anatomy and Physiology II (With Lab)	5
Bio 406	Introduction to Biochemistry	3
Bio 431	Biology of Aging	3
Psych 322	Developmental Psychology	3
Psych 3200	Child Health Psychology	3
Psych 460	Behavioral Medicine	3
Anthro 387	Medical Anthropology	3

Courses

Visit online course listings 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 pre-medical students or others majoring in the sciences. Three hours of lecture and two hours of lab each week.
Same as U05 Chem 1001
Credit 4 units.

U86 HCARE 101 General Biology I
First part of a two-semester 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. This course is restricted to students admitted to the Post-

Baccalaureate Pre-Medical program. Others may register with instructor permission and on a space-available basis.
Same as U29 Bio 101
Credit 4 units.

U86 HCARE 102 General Biology II
Second semester of a two-semester sequence that provides a broad, but rigorous introduction to basic biological principles and concepts. The second semester covers DNA technology and genomics, the genetic basis of development, the mechanisms of evolution, the evolutionary history of biological diversity, plant form and function, and ecology. Laboratory one evening per week. Laboratories include traditional wet labs as well as inquiry-based on-line labs. Prerequisite or Corequisite: U05 Chem 105 (with laboratory), or the equivalent; General Biology 101. This course is restricted to students admitted to the Post-Baccalaureate Premedical program. Others may register with instructor permission, and on a space-available basis.
Same as U29 Bio 102
Credit 4 units.

U86 HCARE 105 General Chemistry I
Systematic treatment of fundamental chemical principles and their applications. Emphasis on atomic and molecular theories, laws of chemical combinations, periodic classification of the elements, and properties of gases, liquids, solids, and solutions. Prerequisite: U20 Math 141, 142, or equivalent, one year of high school chemistry, or consent of department. This course is restricted to students admitted to the Post-Baccalaureate Pre-Medical program. Others may register with instructor permission, and on a space available basis.
Same as U05 Chem 105
Credit 3 units.

U86 HCARE 106 General Chemistry II
Continuation of General Chemistry I with consideration of oxidation-reduction, chemical equilibria, electro-chemical cells, and the chemistry of representative elements. Prerequisite: U05-105. Students desiring to satisfy lab science requirements or major in chemistry must also enroll in U05-109.
Same as U05 Chem 106
Credit 3 units.

U86 HCARE 110 Medical Imaging of the Human Body
The human body will be explored in both health and diseased conditions via "state of the art" imaging modalities, including CT, MR, ultrasound and PET scans. There will be a rudimentary examination of the different imaging techniques available in order to understand the derivation of the images obtained and why given techniques are employed in certain clinical situations. Indications for general screening as well as more directed diagnostic examinations will be discussed, often with the aid 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 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. This course is restricted to students admitted to the Post-Baccalaureate Pre-Medical program. Others may register with instructor permission, and on a space available basis.
Same as U05 Chem 151
Credit 2 units.

U86 HCARE 152 General Chemistry Lab II
This course provides an introduction to basic laboratory techniques, the experimental method, and the presentation of scientific data as well as direct experience with chemical principles and the properties and reactions of substances. The topics and experiments in this course complement the material covered in the Chem 112A lecture course. Students attend one four-hour laboratory session and one one-hour laboratory lecture every week. Course will be presented in the second half of the semester. Prerequisites: concurrent enrollment in Chem 112A or permission of the instructor. Students registering for Chem 112A should register for both Chem 151 and Chem 152.
Same as U05 Chem 152
Credit 2 units.

U86 HCARE 204 Nutrition
This course examines nutrition as an interdisciplinary science including the chemistry, function, and metabolism of nutrients; regulations of food intake; food habits; digestion and absorption of nutrients; methods of determining nutrient content of foods and nutrient requirements for humans and animals; comparative nutrition; problems of human malnutrition; relation of nutrition to disease; toxic materials in foodstuffs; economic, nutritional, and social problems involved in feeding the world population and future possibilities for meeting nutritional needs of the world's population. This is a basic course in nutrition that is not designed for prospective health care professionals.
Same as U29 Bio 204
Credit 3 units.

U86 HCARE 211 General Physics
Designed for prospective majors in science and engineering and for students planning to enter professional schools. Topics include kinematics, Newton's laws, energy, momentum, rotation, gravity, harmonic motion, wave motion, sound, and fluids.

Weekly two-hour laboratory sessions. Prerequisite: previous or concurrent enrollment in U20 Math 156 or equivalent. This course is restricted to students admitted to the Post-Baccalaureate Pre-Medical program. Others may register with instructor permission and on a space-available basis.
Same as U23 Phys 211
Credit 4 units.

U86 HCARE 212 General Physics II
Continuation of General Physics I. Designed for prospective majors in science and engineering and for students planning to enter professional schools. Electricity and magnetism, electromagnetic waves, light and optics, quantization. Weekly laboratory sessions. Prerequisites: U23 Phys 211 and working knowledge calculus. Concurrent enrollment in U20 Math 255 is acceptable.
Same as U23 Phys 212
Credit 4 units.

U86 HCARE 225 Introduction to Medicinal Chemistry
This is an introductory course covering the basic concepts of drug structure, interactions and metabolism relevant to medicinal chemistry. The course will provide an understanding of the structure and physicochemical properties of drugs and their targets and how these determine the drug's mechanism of action and the body's response. In addition, basic concepts of drug design and development will be covered. Prerequisites: A background in general chemistry is required. Knowledge of organic or biochemistry is not required. Organic and biochemistry concepts needed for an understanding of the material will be taught as part of the course.
Same as U05 Chem 225
Credit 3 units.

U86 HCARE 230 Human Growth and Development
This course provides an overview of emotional, psychological, physical, and social development through the life span. We will emphasize the developmental tasks, characteristics, and typical behaviors of each developmental era (infancy, childhood, adolescence, adulthood, later life). We will study major developmental theorists including Freud, Erickson, Piaget, Millet, Gilligan, and Kohlberg. Prerequisite: U09-100. Open only to University College students.
Same as U09 Psych 230
Credit 3 units.

U86 HCARE 235 Introductory Statistics for the Health Sciences
This course covers material commonly presented in introductory statistics classes from a health science perspective, with some additional techniques from medical research. Topics include exploratory data analysis, hypothesis testing, probability, t-tests and ANOVA, correlation and regression, chi-square, diagnostic performance, and survival analysis. In-class examples cover medical issues, and there are supplementary readings from professional journals. There will be a computer lab in which students use a statistics package to analyze research data. In addition to mastery of statistical concepts, considerable emphasis will be placed on understanding how to interpret information in journal articles and how to carry out research.
Credit 3 units.

U86 HCARE 250 Fundamentals of Clinical Research Management I
This introductory course provides the basic foundation for clinical research. We examine the historical evolution of research, linking it to the current regulations and guidelines for good clinical practice. Course material includes research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections, and an overview of study conduct.
Same as 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 261 Organic Chemistry with Lab
The first part of a two-semester survey of organic chemistry. The course will include an introduction to organic structures, reactions, and reaction mechanisms. The laboratory portion of the course will have seven experiments and include an introduction to laboratory methods in organic chemistry, including separation and methods of purification of organic compounds. Prerequisite: Chem 112A, Chem 152. This course is restricted to students admitted to the Post-Baccalaureate Pre-Medical program. Others may register with instructor permission, and on a space available basis.
Same as U05 Chem 261
Credit 4 units.

U86 HCARE 301 Doctoring in the 21st Century
Medicine is a humane and caring art based on the application of facts and principles, discovered by biological and social scientists, to maintain health as well as to diagnose and treat symptoms or recognizable disease entities. It requires the constant re-evaluation of evidence obtained from patients, hypothesis formation and testing, the repeated weighing of probabilities, and openness to being challenged and appearing wrong. This course is designed to introduce students to the following: (1) how doctors think and diagnose disease, how this process has evolved over the past 3000 years, and how doctors take a medical history and perform a medical exam; (2) major disease processes, such as infection, neoplasia, and metabolic and developmental disease; (3) therapeutic modalities (e.g., pharmacology, surgical repair, organ replacement); and (4) medical ethics, including informed consent and end-of-life issues. As a prelude to this course, the student should be familiar with basic concepts of cell structure and function, genetics, and evolution. The basics of anatomy, physiology, and biochemistry will be provided early in the course.
Same as U29 Bio 308
Credit 3 units. UColl: ML

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.
Same as U80 CRM 509
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
The magnitude of healthcare expenditures is a growing problem for providers and patients. This course, for current or future healthcare managers, covers fundamental tools, concepts, and applications of finance in healthcare organizations that produce cost-effective, efficient operations. We examine how expenditure control is influenced by individuals, governmental institutions, and newly formed insurance exchanges. We also study how healthcare organizations maximize revenue sources. The course explores the relation between market behavior, financial efficiency, and quality in healthcare organizations, and how these factors affect an organization´s survival and growth in the changing healthcare environment.
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 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 lab is an integral part of the course. The emphasis is on understanding normal function and processes at the gross, cellular, and molecular levels as well as some discussion of pathology and disease. The first semester covers basic principles of cellular physiology, histology, digestion, bone, muscle, and nervous systems. Optional weekly discussion and review sections are also offered during which case studies are discussed as a means of applying and reviewing lecture material. A student may not receive credit for both L41 Biol 303A and U29 Bio 322.
Same as U29 Bio 322
Credit 5 units.

U86 HCARE 3231 Introduction to Anatomy and Physiology II (With Lab)
The second of a two-semester sequence that examines the structure and function of all the major organ systems. Emphasis on understanding normal function and processes at the gross, cellular, and molecular levels, but also addresses pathology and disease. This semester covers sensory, endocrine, respiratory, circulatory, lymphatic, and urogenital systems. Students should sign up for lecture and one laboratory section. Lab is an integral part of the course. Optional discussion and review sections meet weekly.
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. UColl: ML, OLI

U86 HCARE 326 The Doctor Is In: Anton Chekhov and Narrative Medicine
This course bridges the world of literature and the world of medicine by focusing on both Anton Chekhov, a practicing doctor and one of the greatest Russian writers of the 19th century, and the newly emerging field of Narrative Medicine. In this course we will explore how Chekhov was able to integrate and express cultural attitudes towards illness, suffering, and healing in his writing and medical practice, as we simultaneously explore how doctors and other health care practitioners apply such topics in their professional work today. We will supplement Chekhov readings with foundational Narrative Medicine texts and the works of such contemporary doctor-writers as Atul Gawande, Sayantani DasGupta, and Paul Kalanithi. Class will include self-reflective writing workshops with Sarah Stanage, MD. The course is discussion-based and appropriate for students of literature, culture, and medicine at all levels. This course counts towards both the IAS major and the Medical Humanities minor.
Same as U43 IS 326
Credit 3 units.

U86 HCARE 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 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 and then look at the structure of current health care delivery to 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 the 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 relevant course reading prior to each weekend session and to complete paper(s) after the weekend sessions. Students are expected to log in to the online course materials by the second week of class to review assignments and readings due prior to course meeting dates.
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. Prerequisite: U09-100.

Credit 3 units.

U86 HCARE 360 Strategic Planning and Management in Health Care

Healthcare Strategic Planning and Management provides students with a framework to assess, develop, implement, and monitor strategic plans for health care organizations. Goals include understanding the relationship between mission, vision, values and strategic objectives; developing a plan based on organizational and environmental constraints and opportunities; creating action plans that support achievement of the plan; and measuring, monitoring, and modifying the strategic plan.
Credit 3 units.

U86 HCARE 363 Healthcare Negotiations

Health care spending in the United States is the highest in the world, and the industry requires leaders who can understand and negotiate opportunities while managing conflict and change. This course covers major challenges in health care negotiations, including managing competing constituencies, negotiating financial conflicts, drawing together providers and patients, and leading negotiations about access and quality of care. We also study negotiation pre-planning and competitive assessment, shifting from competition to cooperation, irrational actors in negotiations, and when to end negotiations. The course provides a theoretical framework for negotiation along with simulations with local health industry executives.
Credit 3 units.

U86 HCARE 364 Healthcare Entrepreneurship

Health care entrepreneurs improve the overall quality of health care delivery. This course introduces students to the particular characteristics of health care entrepreneurship, focusing on the creation, funding, and management of biotechnology and health services enterprises. Students will learn the steps involved in the conceptualization, planning, capitalization, launch, compensation, and management of an entrepreneurial health care venture. Students will use course principles and skills to develop an entrepreneurial business plan that addresses a real clinical problem.
Credit 3 units.

U86 HCARE 369 Strategic Planning and Management in Health Care

Credit 3 units.

U86 HCARE 370 Writing and Representation of Pain

This course explores a range of discourses about pain, including theoretical and technical ones.
Same as U65 ELit 370
Credit 3 units. UColl: ENL

U86 HCARE 377 Compassion Cultivation Training

Compassion Cultivation Training (CCT) is an 8-week educational program designed to help students cultivate compassion, strengthen their resilience, feel more connected to others, and improve their overall sense of well-being. CCT is a distillation from Tibetan 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.

U86 HCARE 406 Introduction to Biochemistry

This course provides a basic understanding of the molecular structure of biomolecules as well as the metabolic processes by which these molecules are synthesized and degraded and by which energy is produced to support cellular processes. It includes a study of enzyme kinetics and metabolic control mechanisms. Prerequisites: Chem 261 and 262 or permission of instructor.
Same as U29 Bio 406
Credit 3 units.

U86 HCARE 409 Health and Society

Credit 3 units.

U86 HCARE 438 Virology

This course is designed to provide an overview of the field of virology. The first half of the course will focus on strategies used by viruses to enter host cells, transcribe genes, replicate, assemble progeny viral particles and exit the host cell. The second half of the course will focus on recent advances and problems arising in the field of virology. We will discuss the host response to viruses, the use of viruses as vectors for vaccines and gene therapy, the role of viruses in eliciting cancer as well as the evolution of viruses and emerging viral diseases.
Same as U29 Bio 438
Credit 3 units.

U86 HCARE 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 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 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. Prerequisite: General Biology I.
Same as U29 Bio 471
Credit 3 units. UColl: OLH

History

Meditating on the history of the American South, novelist William Faulkner famously proclaimed, "The past is never dead. It's not even past." Learning about the relationship of the past to the present is what history is all about. The past is indeed not past: it shapes, in complex and powerful ways, the world we live in now. Yet the past can be radically different from the present. Studying history allows us to grasp the immense variety of human experience across time, place and culture; to develop insight into the ways that people understand themselves in relation to the societies in which they live; and to engage critically with contemporary issues.

Students who major in history at Washington University are encouraged to cultivate a broad understanding of global themes while also having the flexibility to focus on areas of special interest. Our instructors emphasize the development of analytic skills that are useful not only in history courses but also in a range of occupations and professions, including law, business, communications, education and public policy. These skills include organizing and interpreting data, developing logical and convincing arguments, doing research and sifting the significant from the insignificant, reading with comprehension, and writing with precision and clarity. Whether students pursue a major or a minor or instead simply sample our courses, studying history will help them to develop the knowledge and critical skills that are essential for life in an increasingly complex and contentious world.

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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. 79). Requirements specific to this major include the following:

Introductory Courses (6 units)

- One introductory course chosen from this list:

Code	Title	Units
Hist 101	Western Civilization	3
Hist 102	Western Civilization II: 1650 to the Present	3
U16 Hist 163	Introduction to the History of the U.S.	3
Hist 164	Introduction to World History: China and the Silk Road: Then and Now	3
Hist 209	America to the Civil War	3
Hist 210	U.S. History Since 1865	3

- One additional introductory course (any 100- or 200-level History course)

Advanced-Level Courses

At least 18 units of 300- or 400-level courses, including the following:

- One course designated "premodern" and one course designated "modern"
- One course each from three of the following geographical areas: Africa, East Asia, South Asia, Europe, Latin America, Middle East, or 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 United States and Latin America.

Capstone Experience

A capstone experience, consisting of **either** one specifically designated Research Seminar **or** an Honors Research Project, must be completed. 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 the 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 this list:

Code	Title	Units
Hist 101	Western Civilization	3
Hist 102	Western Civilization II: 1650 to the Present	3
U16 Hist 163	Introduction to the History of the U.S.	3
Hist 164	Introduction to World History: China and the Silk Road: Then and Now	3
Hist 209	America to the Civil War	3
Hist 210	U.S. History Since 1865	3

- One additional introductory course (any 100- or 200-level History course)

Elective Courses

- 12 units of 300- or 400-level History courses

Courses

Visit online course listings 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
This course is an introduction to history as a discipline, and an analysis of Western civilization from its prehistoric origins to the 17th century. We will begin with an examination of the three historical cultures from which this civilization was to draw many of its traditions: the Near East, Greece, and Rome. The course will go on to discuss the adoption of these traditions by the Celtic and Germanic peoples; the formation of kingdoms which would prefigure contemporary European nations; and the development of the culture of Latin Christendom. We will examine external interaction between Latin Christendom and its Slavic, Byzantine and Islamic neighbors, the resurgence of interest in classical culture, the effects of famine and pandemic, and challenges to secular and religious authority. Students in these fields will become more aware of how human values, ideas of justice, and methods of interpretation influenced and have been influenced by time, culture and personal perspective.
Credit 3 units. UColl: OLI

U16 Hist 102 Western Civilization II: 1650 to the Present
This course examines social, cultural, economic, and political development in European society from the 17th century to the present. Particular attention will be paid to the evolving relationship between the individual and the state during their period.
Credit 3 units.

U16 Hist 164 Introduction to World History: China and the Silk Road: Then and Now
The ancient "Silk Roads" that connected China with Europe (130 BCE-1453 CE) also included trade routes through Asia, the Middle East, and Africa. Silk and other goods, arts, religion, cultures, ideas, and technology were transferred on these routes and later on interconnected water routes during the Age of Discovery (1453-1660 CE). In the 21st century, the Silk Road is the basis for new global trade routes, tourism, cultural exchange, and even the growth of new cities.
Credit 3 units. UColl: OLI

U16 Hist 209 America to the Civil War
The American experience from the age of Columbus to that of Lincoln; development of distinctive American patterns of thought, culture, society, politics, and religion. Topics include efforts to cope with the wilderness; colonial maturity and the development of revolutionary ideology; defining the American character; literature and art for a new republic; the impulses of religion, idealism, and perfectionism.
Credit 3 units. UColl: HSM, HUS

U16 Hist 210 U.S. History Since 1865
This is a course in modern American history. We begin with Reconstruction after the Civil War, with the transition of the United States from an agricultural nation to an urban industrial one. We will investigate changes in technology, urban growth, and immigration as well as new ideas of government and nationalism as the United States achieves its position as a world leader through World War I and II, the Cold War, and the global world of the 21st century.
Credit 3 units. UColl: OLI

U16 Hist 2161 The American South in Black and White
This course explores the history of the American South from the colonial era to the present, focusing on the interplay between black and white cultures. Topics include Southern plantation life, the Civil War, Jim Crow, Southern music, and the Civil Rights Movement. Using film, photography, and other media, the course also considers representations of the South in popular culture. Particular attention is paid to how images and stereotypes of the South have evolved-and to how the region's history has influenced the nation as a whole.

Credit 3 units. UColl: OLI

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 300 Independent Study
Requires approval from instructor, dept coordinator and director in University College.
Credit variable, maximum 4 units.

U16 Hist 3016 Slavery and Freedom in Latin America and the Caribbean
This course surveys the history of slavery and freedom in the Atlantic world of Latin America and the Caribbean. It focuses on slavery as an economic system and the relations of power it created. The course moves forward chronologically, with each week organized according to a particular theme and geography. Students will learn how British, French, Spanish, and Portuguese settlers established slavery in the new world; how different social and legal practices developed around particular labor patterns and commodity production; how the enslaved endured and resisted enslavement; and what it meant to be free in a slave society.
Credit 3 units. UColl: CD, HLA, HSM

U16 Hist 3022 Religion and Politics in America
This course is a 16-week fully online class that investigates the intersections between religion and politics in America from the Colonial Era through the long 19th century. The course material is delivered directly by the instructor in the form of audio lectures, with accompanying PowerPoint presentations. Thus, students get to have an ongoing conversation with the individual professor, albeit at a distance. The content is divided into six topical sections: Christian Foundations, Modern Evangelicalism, Anti-Catholicism & Religious Pluralism, Second Disestablishment, and Separation of Church & State.
Credit 3 units. UColl: HSM, HUS, OLI

U16 Hist 3031 Wining and Dining in the Classical World: Food Culture in Classical Antiquity
The focus of this course will be food culture in Greek and Roman societies from the Archaic to the late Roman period. However, foodways from adjacent contemporary cultures will also be briefly examined. Sources will include textual evidence, as well as ethnographic studies of ancient people, iconographic and archaeological evidence, specifically osteological and botanical remains from archaeological sites. Experimental studies will be conducted in class to augment the learning experience of students.
Same as U02 Classics 3031
Credit 3 units.

U16 Hist 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 3142 African Civilization from 1800 to the Present Day
Course is an in-depth investigation of the intellectual and material cultures
Same as U84 AFAS 322
Credit 3 units. Arch: HUM Art: HUM BU: IS EN: H UColl: HAF, HSM

U16 Hist 3153 Women and Slaves in Classical Antiquity
This course investigates the lives of women and slaves in ancient Greece and Rome. It will explore not only the limitations imposed on women and slaves by the ruling male citizenry, but also the power and privileges each group exercised. We study how the society and economy formed the roles of women and slaves, how women and slaves were portrayed in literature and the arts, and how writers from Classical antiquity influenced later generations beyond the Roman Empire.
Same as U02 Classics 3151
Credit 3 units. UColl: HSP

U16 Hist 3154 The Syrian Conflict in Historical Context
This course examines Syria and its on-going civil war through the lens of historical forces that forged the region's heterodox communities. It will identify the region's Christian and Islamic inheritances. It will investigate the history of great power tensions over Syria. It will explore New Silk Road economic development corridors. It will assess Russia's historic interests in the region. Finally, it will debate the implications of an emerging Kurdish homeland in Northern Syria and beyond. Topics include: Kurdish question, Sykes-Picot Agreement, New Cold War, Silk Road infrastructure corridors.
Credit 3 units. UColl: CD, HME

U16 Hist 3165 The Classic Dynasties of China
This course takes as its focus the period in Chinese history when cultural and political patterns were established. After a brief survey of the earliest periods of Chinese history, the course moves from the T'ang Dynasty through the Song, Ming, and Qing Dynasties. Extensive primary sources from each dynasty will be supplemented by a set of historical works that we will read and discuss. The sources and books will address social and cultural development along with diverse aspects of daily life. The class concludes with an examination of the elements of decline evident during the late Qing Dynasty and an exploration of the major themes of Chinese history that we have discovered in our semester study.
Credit 3 units. UColl: CD, HEA, HSP

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: CD, HEA, HSM, HSP

U16 Hist 3264 Later Medieval Ages: 1100-1500
This course is an introduction to history as a discipline, and in particular the study of medieval history. Students will demonstrate understanding of church reform; new forms of spirituality and the challenge of heresy; new forms of schools and learning; the origins of national monarchies; the crusades; chivalry; courtly love and the role of women; the rise of towns; church and state relations; the Black Death and its effects into the 15th century.
Credit 3 units. UColl: HEU, HSP

U16 Hist 3301 Motherly Women and Conquering Men: Gender Stereotypes and the Atlantic World
We give a lot of thought to gender and power today-who makes more money, who occupies leadership roles, who gets interrupted. But challenges to the idea that physical anatomy and one's position in the world are permanently linked are much older. Rather, when Portuguese and Spanish sailors began exploring the Atlantic Ocean in the 1400s, they discovered different visions of what it meant to be male and female. This course looks at the results of this exchange, assessing how European encounters with new ideas of gender and sexuality in Africa and the early Americas, 1400 to 1800, created new opportunities and entrenched expectations for both colonizers and colonized.
Credit 3 units. UColl: HSM, HSP, HTR, OLI

U16 Hist 3304 Race in the Age of Exploration
We talk a lot about racial identity in the 21st century, but discussions about differences perceived from skin tone, ethnic ancestry, and birthplace are nothing new to the modern world. This course explores an important segment of early conversations on race, focusing on the impact of European ventures to the Asian, African and American continents between the 12th and 18th centuries and their intermingling with the diverse peoples they encountered therein. Students particularly will explore the ways that struggles for control in this global age shifted historical concepts of difference from fluid cultural to entrenched biological, with lingering effects still felt today.
Credit 3 units. UColl: HSP, HTR

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.
Credit 3 units. UColl: HEU, HSM

U16 Hist 3473 The American Wars in Asia and the Pacific, 1898-1975
This course will examine the causes, conduct, and consequences of four wars that the United States has fought in Asia since 1898: the Philippine-American War; the Pacific theater in World War II; the Korean War; and the Vietnam War. We will focus on the political, diplomatic, and military aspects of these conflicts and explore how these wars shaped the history of Asia and the United States. The course provides an opportunity for students to conduct their own research and to hone their analytical and writing skills.
Credit 3 units. UColl: HSM, HUS

U16 Hist 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, ML

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.
Credit 3 units. UColl: HEU, HSM

U16 Hist 3529 Global Perspectives on the American Civil War
The Civil War is widely understood to be the turning point of American history. But scholars are only beginning to address the scope and character of its impact on world history. This course treats the American Civil War as a global event. It places the war to preserve the Union and end slavery in the wider context of the long 19th century, one that encompasses various histories of slavery, antislavery, capitalism, nationalism, state-building, and empire as they collectively gave birth to the modern world. As Union and Confederate troops collided, parallel contests over democracy and the rights of labor gripped Europe.
Credit 3 units. UColl: HSM, HSR, HTR

U16 Hist 3610 Women and Gender in Renaissance Italy
This course allows students 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, underline the unique contributions that women made to early modern Italian society and culture, and discuss how their roles and participation in their world differed from those of the men with whom they interacted.
Credit 3 units. UColl: HEU, HSM, OLI

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 3633 Creating a National Memory, 1790-1840
In this course, we will analyze the differences between history as the best evidence suggests it occurred and the culturally constructed version of the past. We will explore the forgotten, sometimes bizzare — and, 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 veteran's 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." The instructor will email registered students with instructions. Students will engage with recent scholarship along with numerous primary sources. The course fulfills the Research Seminar requirement for history majors in University College.
Credit 3 units. UColl: HSR, OLI

U16 Hist 3635 American Forgiveness: Reconciliation, Reparation, and Pardon in U.S. History
This course will consider the cultural history and meaning of forgiveness and unforgiveness in America from 1790 to today. How has the very meaning of "forgiveness" evolved in American history, and why? Historically, how have personal experiences of forgiveness and unforgiveness been part and parcel of mass movements toward or away from acts of forgiveness in, or of, the nation? Can understanding the history of forgiveness in American culture usefully inform present efforts at forgiveness and reconciliation in American culture?
Credit 3 units. UColl: HSM, HUS, OLI

U16 Hist 3638 Debating U.S. History: Museums, Monuments and Public Memory
We are constantly surrounded by history: in our museums, public spaces, books, televisions, politics, and on the web. The past colors the decisions we make in the present, but we rarely think about the processes by which it is researched, organized, and presented to us. This course introduces students to some of the key theories and practices of public history, while asking them to think critically about the ways historical persons, places, and events are represented in their communities. It assesses the opportunities and limitations of different types of historical places; the roles of audience, technology, and business strategy in presenting the past; and the influence of modern interests in antiquing, film, genealogy, heritage tourism, and architectural preservation/gentrification in our local and national historical conversations. Working through practical exercises that push students to think like public historians, students assess some of the most influential ways that the history-around-them shapes us and how it might still be improved.
Credit 3 units. UColl: HSM, HUS, OLI

U16 Hist 3639 The World in Crisis: 1914-1945
This course examines the first half of the 20th century, with particular emphasis on the years between 1914 and 1945, and the extent to which the period realized or rejected ideals and expectations of the previous 100 years. After a brief overview of 19th-century western concepts of liberalism and progress, we will consider the disruption and violence of two world wars in Europe, Africa, the Middle East, and Africa. In addition, we will consider the course and consequences of civil war and revolution, famine and disease, rising and falling empires, worldwide economic instability, new nation states and population resettlements, and emerging rival political ideologies. Among other things, we will challenge the suitability of the label "interwar period" for the years from 1918 to 1939.
Credit 3 units. UColl: HSM, HTR

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.
Credit 3 units. UColl: HSM

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 3648 Working Class: Labor in American History
This course explores how working men and women shaped the history of the United States. The course begins with the various forms of indentured and enslaved labor in the colonial era, continues through the rise of industrial capitalism in the Gilded Age, and concludes with the "postindustrial" days of the early 21st century. Students engage the social, political,

economic, and environmental transformations of working life in America, including issues of race, class, gender, immigration, urbanization, industrialization, trade unions, technology, and globalization.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3665 The Politics of Secrecy in America, 1790 to the 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 theories about the 2000 and 2004 elections, the 9/11 attacks, and the present "War on Terror," secrets — both real and imagined — have dramatically influenced political attitudes, beliefs, and practices in American history.
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 during the late 19th century, cooking as a gendered activity, and the rise of "dieting."
Credit 3 units. UColl: HSM, HUS

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 3679 Immigrant America
The United States may be known as a "nation of immigrants" and "melting pot," but debates over who to welcome across its borders — and who is a threat — are as old as the country itself. This course traces national discussions over immigration from the first 1790 Naturalization Act to the era of Donald Trump, asking how our country and its citizens have encouraged and deterred foreign-born settlers as well as how immigrant Americans responded to these opportunities and challenges.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3682 The Cold War and the Modern Spy
This course studies the Cold War through the lens of modern espionage. We begin by studying how technology developed in World War I, such as the use of codes and code-breaking machines, enabled the growth of intelligence organizations with the goal of collecting information against the Germans. World War II spawned a new age of electronic surveillance, spies and counterspies, as tensions increased between democratic and communist allies. We will examine the creation of the CIA and KGB; NATO and the Warsaw Pact; the use of secret tunnels; aerial and satellite reconnaissance; embedded spies and moles; the "Atomic Spy"; and the use of military intelligence in government covert activities.
Credit 3 units. UColl: HSM, HTR, OLI

U16 Hist 3690 Sports in American History
This course examines American sports from the colonial period through the 21st century, with emphasis on the rise of organized sports institutions, as well as individual and team play, and their role in shaping and influencing American society and culture. Students also will examine the relationships of race, class, gender, ethnicity, and religion in sports. These issues will be discussed in the context of baseball, football, basketball, tennis, and soccer, as well as the Olympics and other international sport.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3703 The Apollo Moon Landings in History and Memory
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?
Credit 3 units. UColl: ACH, HSM, HUS, OLI

U16 Hist 3744 The Eagle and the Bear: The Reputation of Russia in American Politics and Society
This course examines how Americans have regarded Russia from the era of George Washington to the present. We consider the various ways in which "Russia" has functioned as a symbol around and against which the U.S. defines itself and structures its policies, during times of both American attraction and repulsion.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3776 History of American Business, Management and Technology
This course is designed to introduce students to the study of the sociocultural aspects and elements in American business, management and technology. Its primary focus and emphasis, therefore, is directed to understanding how the sociocultural elements and aspects of American business, management and technology have developed and evolved over time. This course will also examine how business and management have helped to influence and shape how American society and culture have developed and been influenced by these evolutions in business and management.
Credit 3 units. UColl: HSM, HUS

U16 Hist 3780 St. Louis History: A Regional Exploration
This course considers the development of St. Louis metropolitan history in light of its 250th anniversary and its recent tumultuous years. It will explore how this river town grew into the fourth largest city and the evolution of its hinterlands divided into a hundred municipalities. The focus of the course will include the changing built environment and the influences of the landscape, from the rivers to the red clay. It will give attention to the region's social history and the shifting status of race, class, and ethnicity. Students will read primary and secondary sources to understand why the region looks the way it does today.
Credit 3 units. UColl: HSM, HUS

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 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 an historically unique event? Can or should we consider the Holocaust as an event separate from World War II? 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?
Credit 3 units. UColl: HEU, HSM

U16 Hist 3920 History of the Mafia in Italy and the United States
This course examines the changing structures of power in the Mafia, along with its relationship to politics and religion, from its beginnings in the Middle Ages to its influence today in the United States. Our study takes us to the roots of the Italian Mafia, the migration of Sicilians to the United States, the growth and decline of organized crime under fascism. We also look at the 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 to the 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. In this course, we will examine the long history of the modern era through the lens of riots and revolution.
Credit 3 units. UColl: HEU, HSM

U16 Hist 3975 Dark Continent: Europe in the Age of Total War, 1914-1945
World War I led to the deaths of some 20 million people. Although 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. Particular attention will be paid to the ways in which religion, ideology, and nationalism appreciably shaped the lives of people living in an era of total war.
Credit 3 units. UColl: HSM, HUS

U16 Hist 399 Senior Honors Research Project
Directed research and writing for the Honors Research Project. Only open to students admitted to the University College Undergraduate Honors Program, and with permission of instructor.
Credit 3 units.

U16 Hist 400 Independent Study
Credit variable, maximum 3 units. UColl: OLI

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 4422 Reading Historical Figures: Cultural Analysis and Afterlives
Walt Whitman famously wrote, "If you want me again look for me under your boot-soles." Although we will not be looking under any bootsoles in this course, we will be looking for — and finding — U.S. historical figures everywhere in contemporary culture, from television and film to fiction, advertising, and social media. During the semester, Whitman will serve as our case study, and students will be asked to read his poetry and prose. However, our ultimate aim is more wide-reaching. This course approaches a broad question — What is American identity now? — from a specific point of reference: the afterlives of figures from the past who are increasingly important to our modern national identity. During the semester, each student will undertake their own research project centered on a figure from the past whose presence in American life looms large today, such as Audre Lorde, Che Guevara, Thomas Jefferson, Andrew Jackson, James Baldwin, or Alexander Hamilton, among others.
Same as U89 AMCS 442
Credit 3 units. UColl: ACH, HSM, HUS

U16 Hist 4921 Decoding the City
While architecture and infrastructure are worthy of study in themselves, often they signify more complex cultural meanings, mask efforts to erase or reorder the city, and conceal histories of injustice. This course presents methods for "reading" the built form of the American city to decode histories of architecture, culture, public policy and economics. City space can be read literally, but this course will unpack the symbolic meanings of urban spaces, neighborhoods, buildings and sites. Students will undertake readings that will present methods for understanding and analyzing the city's form, before delving into a specific case study of the Mill Creek Valley. As St. Louis' largest African-American neighborhood, but almost completely erased

between 1959 and 1965 using city and federal funds, the site of the neighborhood remains a potent and under-examined part of St. Louis. The course will examine the history of the neighborhood as well as related histories of federal and local urban renewal policies, African-American cultural history and historic preservation. Research into the neighborhood will include experiences at local archives where students will learn to attain and apply primary source documents vital to urban history including Census records, building permits, municipal ordinances and insurance maps. Additional readings will offer insights into possible methods for interpreting and commemorating places that illuminate the urban built environment's historic past. The final project in this course will entail students collaboratively working on a public interpretive project for Mill Creek Valley where they can apply both methods of decoding and curating the city. This course satisfies the Humanities and Social Science requirement for the master's program in American Culture Studies.
Same as U89 AMCS 492
Credit 3 units. UColl: ACH, ACS, HSM, HUS

Industrial and Organizational Psychology

The undergraduate degree in **Industrial and Organizational Psychology** is designed for students planning to work in the fields of general management, human resources/personnel and organizational behavior. The course work focuses on the behavioral aspects of managing and supervising the human resources of an organization or industry.

We also offer a **minor in industrial and organizational psychology** for students who are interested but who are pursuing other subjects.

Contact:	Emily Cohen-Shikora, PhD
Phone:	314-935-7650
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Website:	http://ucollege.wustl.edu/programs/undergraduate/bachelors-industrial-psychology

Degree Requirements

Bachelor of Science in Industrial and Organizational Psychology

All University College undergraduate students must satisfy the same general-education requirements (p. 79). Requirements specific to this major include the following:

Required Core Courses in Psychology (15 units):

Code	Title	Units
Psych 100	Introduction to Psychology	3
Psych 300	Introductory Psychological Statistics	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	
Psych 404	Psychological Tests and Measurements	3
Total Units		15

Required I/O Courses (12 units):

Code	Title	Units
Psych 214	Introduction to Industrial and Organizational Psychology	3
Psych 314	Industrial and Organizational Psychology	3
Psych 468	Applied Psychology of Learning: Training in Industry	3
Psych 480	Introduction to Group Dynamics	3
Total Units		12

Business-Related Courses (9 units from the following list; others by permission):

Code	Title	Units
Bus 263	Financial and Managerial Accounting	3
Bus 342	Business Finance	3
or Bus 270	Marketing Concepts	
Bus 339	Principles of Management	3

The Minor in Industrial and Organizational Psychology

Required Courses

Code	Title	Units
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 who elect to major in psychology and also to complete this special minor must complete a total of 45 units in psychology instead of the usual 33. They must choose courses for the psychology major that are distinct from those required for the industrial and organizational psychology minor, with the exception of Introduction to Psychology and Introductory

Psychological Statistics. Students completing an Industrial and Organizational Psychology minor are strongly encouraged to include basic economics courses among their social science electives.

Courses

Visit online course listings 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. UColl: OLI

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.
Credit 3 units.

U09 Psych 230 Human Growth and Development
This course provides an overview of emotional, psychological, physical, and social development through the life span. We will emphasize the developmental tasks, characteristics, and typical behaviors of each developmental era (infancy, childhood, adolescence, adulthood, later life). We will study major developmental theorists including Freud, Erickson, Piaget, Millet, Gilligan, and Kohlberg. Prerequisite: U09-100. Open only to University College students.
Credit 3 units.

U09 Psych 235 Life Stories: Personal Approaches to Adult Development, Learning, and Life Planning
This course examines adult development and adult learning as points of reference for analyzing the major decisions, changes, and opportunities that influence our own lives — at work, at school, at home, and in the larger community. We will also examine the sustaining role of liberal education in our personal and professional growth. We will read a combination of personal memoir, autobiography, and other nonfiction to illustrate how other people have responded to life's challenges and transitions, and to help us construct our own life stories, educational and professional plans. Selected readings from psychology, education, literature, anthropology, sociology, leadership and career development, include *Composing a Life*, *Tuesdays with Morrie*, *Habits of the Heart*, *The Leadership Challenge*, *Journey in the Middle of the Road*, and *A River Runs Through It*. Cannot count toward requirements for the psychological and brain sciences major or minor for day students. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 240 Internship in Psychology
Participation under supervision in an applied, non-academic community agency for course credit. Prerequisites, procedures for enrollment, and course requirements are described in an Internship Guide available in the University College office. Approval of the petition to enroll required prior to enrollment. Open only to University College psychology majors.
Credit 3 units.

U09 Psych 2501 Introduction to Animal Behavior
The basics of animal behavior, both instinctive and learned. Covers interactive behavior including communication, dominance, and predator-prey, with particular attention to complex interactive behaviors such as mating, parenting, and socializing.
Same as U29 Bio 250
Credit 3 units.

U09 Psych 300 Introductory Psychological Statistics
Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, although knowledge of elementary algebra is essential.
Credit 3 units.

U09 Psych 3015 Research Methods
This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Not open to day students. Prerequisites: U09-100, U09-300.
Credit 3 units.

U09 Psych 308 Social Gerontology
This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. Prerequisite: U09 Psych 100. This course satisfies the Lifespan Development (Area E) requirement for the University College Bachelor of Science in Psychological and Brain Sciences degree.
Credit 3 units.

U09 Psych 309 Evolutionary Psychology
This course will explore the extent to which an understanding of biological evolution is relevant to an understanding of human psychology. Fundamental evolutionary principles will be introduced and their application to psychological theory and research carefully evaluated. Individual topics include romantic relationships, family dynamics, cooperation, clinical pathology, judgment and decision-making, religious belief, and more. Prerequisite: U09-100.
Credit 3 units. UColl: OLI

U09 Psych 311 History and Modern Systems of Psychology
An introduction to the history of psychology. This course begins with a brief consideration of forces leading to development of psychology in the mid-1800s. It then examines the birth of

modern psychology in Germany, and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also consider the impact of psychology on American public life during the 20th century. Prerequisite: U09 100.
Credit 3 units.

U09 Psych 314 Industrial and Organizational Psychology
Interactions of individuals and organizations in measures of human performance, motivation, leadership, job satisfaction, training, ability testing, and stress. Skill-building in the techniques of psychology that are applied to the solution of business and industrial problems. Prerequisites: U09-214 and 300, or permission of instructor.
Credit 3 units.

U09 Psych 315 Introduction to Social Psychology
Interaction of biological, cultural, situational, and technological factors on who we are and how we interact with others: person perception, motivation, attitudes, and communication.
Credit 3 units. UColl: OLI

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. Arch: SSC Art: SSC BU: BA EN: S

U09 Psych 3200 Child Health Psychology
This course examines the field of child health psychology, which focuses on the impact of health and illness on the physical and psychological development of children and adolescents. We will explore the relations among psychological and physical health and the welfare of children within a developmental perspective, considered within the contexts of families, health care systems, schools, peers, and community. Topics such as chronic illness (e.g., cystic fibrosis, sickle cell disease, organ transplant, asthma), adherence to medically prescribed regimens, and neuropsychological aspects of chronic illness will be addressed. Previous course work in Developmental Psychology (e.g., U09 230, U09 322) would be helpful but not required.
Credit 3 units.

U09 Psych 322 Developmental Psychology
In this course we will study behavior in children including developmental methodology, prenatal development, memory, cognition, attention, perception, language, sex roles, morality, emotions, aggression, and intelligence testing. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 325 Psychology of Adolescence
Psychology of the period from puberty to adulthood; the major developmental tasks such as identity formation and the influence of differential parental style upon the development of adolescents. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 3251 Juvenile Delinquency
This course explores the nature of juvenile delinquency, including its root causes and influences, as well as the various strategies currently being employed to reduce and prevent delinquent behavior. The course discusses how delinquency begins, persists, and is overcome. Delinquency will be looked at from both a sociological and developmental-psychological perspective. We will discuss the criminal justice response to delinquency and evaluate programs and models that have met with varying degrees of success, as well as those that have had the opposite effect on reducing delinquent behavior.
Credit 3 units. UColl: OLI

U09 Psych 3261 Psychology of Aging
Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity studied to understand the capacities and potential of the mature and older person.
Credit 3 units. UColl: OLI

U09 Psych 330 Perspectives on Counseling
This is an experiential course teaching skills in the counseling process. We will examine awareness and listening, attending and reflecting, questioning and summarizing, empathy, concreteness, problem definition, probing, and detailing. Role-playing and group work supplement didactic material. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 3401 Biological Psychology
An introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 353 Psychology of Personality
This course covers basic theories of personality and complex human behavior. We study related techniques, procedures, and findings of personality assessment and personality research, and examine critical issues in the evaluation of personality theories.
Credit 3 units. UColl: OLI

U09 Psych 354 Abnormal Psychology: The Major Mental Disorders
Deviant and maladjusted behavior, including neuroses and psychoses. Biological, social, and individual determinants of maladjustment; cultural perspectives on mental health and illness; diagnosis, etiology, and treatment.
Credit 3 units. UColl: OLH

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 3604 Cognitive Neuroscience
This course provides a general introduction to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on how emerging methods and approaches from both neuroscience and cognitive psychology have been integrated to yield new insights into the organization and structure of higher mental processes. Topics include perception, attention, memory, language, and executive control. Prerequisite: Psych 100B. Same as L33 Psych 3604
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

U09 Psych 365 Learning and Memory
In this course we focus on the major theories of human learning and memory. We review several behavioral-associationist theories, including classical conditioning and behavior modification. The course emphasis is on cognitive-organizational theories, human information processing, current perspectives on knowledge representation, and their implication for understanding and recall.
Credit 3 units. UColl: OLI

U09 Psych 371 Investigative Psychology
This course will expose students to a variety of methods and techniques for identifying and apprehending an unknown criminal suspect. Investigative techniques including effective information collection, detecting deception, and the development of decision support systems will be discussed. Empirically tested models such as multidimensional scaling and social network analysis will be covered, with attention given to the psychological processes underlying these decision support tools.
Credit 3 units. UColl: OLI

U09 Psych 373 Psychology in the Courtroom
This course studies ways in which principles of psychology are used in the courtroom, looking at how the principles influence and are used by lawyers, judges, witnesses, defendants, and jurors. We will consider issues of persuasion and prejudice in influencing jurors' decisions, and the role and tactics of expert witnesses and jury consultants, including the ethical guidelines under which they operate. Finally, the course will discuss the danger of violent behavior inside the courtroom, and how this behavior can be anticipated and prepared for through the development of security profiles.
Credit 3 units. UColl: OLI

U09 Psych 374 Psychology of Policing
This course will expose students to the discipline of police psychology, which is broadly defined as the application of psychological principles and methods to law enforcement. Subjects addressed will include the screening and hiring of police officers; conducting screening for special squads (e.g., SWAT); fitness-for-duty evaluations; training and consultation; and stress counseling, among others. The course examines the evolution of police psychology and early influences on the profession such as the experimental investigation of psychological testing on police attitude and performance. Influential figures in the field of police psychology are discussed, including the work of Dr. Martin Reiser of the Los Angeles Police Department, the nation's first full-time police psychologist. This course is fully online. Only University College students receive credit for online courses.
Credit 3 units. UColl: OLI

U09 Psych 376 Introduction to Criminology
A general introduction to the study of crime from an interdisciplinary perspective. Classical and contemporary sociological theories to explain and predict criminal behavior will be studied, as well as psychological theories from the psychoanalytic, behavioral, and cognitive traditions that attempt to account for criminality and the psychosocial development of a criminal personality type. Other topics include the measurement and extent of crime, the role of age, race, gender, social class in the causation of and reaction to crime, and the criminal justice response to crime, as well as recent trends in policing, corrections, and community-based interventions.
Credit 3 units. UColl: OLI

U09 Psych 377 Introduction to Forensic Psychology
Forensic psychology is the application of scientific psychological knowledge to matters that come before the judge or jury. This course will focus on criminal cases such as homicide and sex offender commitment and on personal injury cases. Topics will include consultation with attorneys, psychological tests used and recommended by forensic psychologists, and sex offender risk assessment. Other topics will include keys to being a dangerous expert on the witness stand. Numerous actual case studies will be presented.
Credit 3 units. UColl: OLI

U09 Psych 378 Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder
This course explores the nature and psychology of the major types of crises criminal justice professionals confront on a daily basis, including domestic violence, terrorism, riots and post-disaster panic, cults, threatened suicide, and active shooters, among others. Students will explore these topics against the backdrop of actual case examples like Hurricane Katrina, the attacks of 9/11, the shooting at Columbine High School, and the Branch Davidian standoff at Waco. Major theories and typology schemes that attempt to account for these behaviors will be explored, as well as the emotional impact of crisis response on police, correctional officers, and other first responders. The course may be used as an elective in the University College psychology major, but will not apply to the distribution areas in the major. This course is fully online. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units.

U09 Psych 379 Correctional Psychology
This course will introduce students to the correctional environment, and the many psychological considerations involved in the detention, rehabilitation, and reintegration of prison inmates. We will focus heavily on the psychological impact of incarceration, as well the various treatment issues related to inmate rehabilitation. Topics include the dynamics of power and oppression, gang affiliation, inmate management and control, and the problems of sexual assault and suicide among the inmate population. We also will discuss various legal decisions affecting the correctional environment, especially in

relation to mental health treatment. Recommended: Abnormal Psychology.
Credit 3 units. UColl: OLI

U09 Psych 380 Psychology and Religion
This course offers an examination of the empirical literature on the psychological study of religion. Students will explore whether psychology can offer a scientifically valid examination of religion. We will use psycho-physiology research to examine religious and mystical experiences that are induced by methods ranging from breath control to meditation to use of hallucinogenic drugs. We will then look at social psychology research to investigate the relationship between religion and a host of issues such as fundamentalism, altruism, social and emotional adjustment, physical health, and satisfaction in life. Prerequisite: Introduction to Psychology. Note: Accelerated (ACTRAC) option: University College students have the option of taking this class for 4 units.
Credit 3 units.

U09 Psych 381 Cross-Cultural Psychology
An overview of social, developmental, and organizational forces from a cross-cultural perspective, with a focus on culture as a variable and its relationship to attitudes and behavior. A review of historical biases in the discipline of psychology will precede the study of research methodologies best suited to cross-cultural work. Also emphasized is the manner in which social and cultural forces shape the human experience. Prerequisite: Psych 100.
Credit 3 units. UColl: CD

U09 Psych 382 Moral Psychology
This course presents an overview of scientific approaches to moral psychology. The issues to be studied include how morality evolved, whether nonhuman animals or human infants have morality, how morality developed through the lifespan and across cultures, the roles of psychological mechanisms in morality, how morality is affected by psychological disorders, and altruism.
Credit 3 units.

U09 Psych 383 Correctional Theory & Practice
In this course we will explore every aspect of correctional theory and practice in America. We will look at the structure of the correctional system, both jails and prisons, the demographics of the inmate population, and the experience of those working in a correctional setting, especially correctional officers. We will look at inmate psychology, and the personality changes (prisonization) that often take place in an inmate during their period of incarceration. We will look at the special problems that must be addressed by correctional systems relating to juvenile, female, mentally ill, and aged inmates. Finally, we will discuss the death penalty and the ongoing debate in America about this type of punishment.
Credit 3 units. UColl: OLI

U09 Psych 389 Psychology of Consumer Behavior
Examination of consumer preferences and purchasing decisions in relation to psychological needs, sociological and multicultural influences, economic considerations, and advertising impact. The roles of attention, perception, emotion, learning, and cognition in attitude formation, change, and ultimately in consumer choices. The marketing concepts of segmentation, product positioning, brand image, and brand loyalty are examined, as well as ethical considerations pertaining to product quality and safety, and to the advertising message. An overview of consumer research methodology, including questionnaire design, sampling and surveys, focus groups, observations, recall and recognition techniques, and physiological measures. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 400 Independent Study
Reading or research in a special area of psychology. Approval of a specific plan of reading or research by the supervising faculty member and the departmental coordinator is required prior to registration. Prerequisites: 15 hours of psychology course work, advanced standing, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors with a minimum GPA of 3.00.
Credit variable, maximum 3 units.

U09 Psych 404 Psychological Tests and Measurements
This course is an introduction to psychological tests and measurements. We will cover basic principles of test construction, including reliability, validity, item analysis, and development of normative data. We will examine major types of tests (e.g., intelligence, personality, interests, and attitudes), as well as their application to career counseling, clinical diagnosis, employee selection, performance appraisal, and organizational assessment. Prerequisite: one course in statistics.
Credit 3 units. UColl: OLI

U09 Psych 406 Verbal Behavior
This course will offer a comprehensive study of language from a behavioral perspective. Structural differences between types of verbal behavior will be examined as will empirical literature demonstrating verbal behavior interventions for individuals with deficits 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 414 Current Issues in Human Resources Management
This course looks at current challenges and problems of managing people at work to meet individual, organizational, and societal needs. Prerequisites: U09-214 and 314.
Credit 3 units. UColl: OLI

U09 Psych 444 Applied Behavior Analysis I
This course focuses on behavioral principles and procedures as related to the acquisition of new behavior and the modification of existing behavior. Topics to be covered include: reinforcement,

punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement. Although the focus is on basic principles derived from laboratory research, applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors are discussed. Philosophical and historical antecedents of behaviorism also are explored. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc.[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 460 Behavioral Medicine

The role of behavior in the prevention and treatment of significant medical problems will be studied. The history of the field of behavioral medicine will be reviewed, with applications to medical problems and its complementary role in preventative medicine in the context of a number of medical disorders and risky behaviors, including obesity, chronic pain, cancer, and smoking. Effective stress management practices to help ameliorate common results of stress such as tension headache and high blood pressure also will be studied. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 468 Applied Psychology of Learning: Training in Industry

Overview of the foundations of industrial training and the "tools of the trade." Review of learning and memory and recent findings on cognition. Study of methods and techniques used for analysis, design, development, and evaluation of training. Impact of recent advances in computing and instructional technologies. Prerequisites: U09-100 required and U09-214 or U09-314 recommended. Same as U87-468.
Credit 3 units.

U09 Psych 476 I/O Psychology from a Behaviorist Perspective

The material in this course is intended to provide an initial overview of the field of organizational behavior management (OBM). OBM involves the application of principles of behavior in order to improve individual or group performance within an organizational setting such as a business or human service setting. Some of the pioneers in the field will be reviewed along with applications to different types of issues that both large and small organizations face on a daily basis. The role of OBM in the prevention of significant organizational problems, its role in building better management practices as well as service delivery issues will be presented.
Credit 3 units.

U09 Psych 480 Introduction to Group Dynamics

Various aspects of group process including group decision making and problem solving, group influence processes, communication, power, and leadership. Small group behavior and its application to organizations. Prerequisites: U09 214 or 315 or permission of the instructor.
Credit 3 units.

U09 Psych 488 Addiction and Treatment

This course examines the motivation and behavior patterns of the drug/alcohol user. This examination takes place in the wider context of deviance. A portion of the course is devoted to a survey and evaluation of the services and programs available to the drug/alcohol user from the point of view of the user, the user's family, and society. Topics include: the history of psychotropic substances and their purpose and use in human society to the present; the history and philosophy of counseling interventions for psychotropic substance abuse and dependence; the ethnic, environmental, and socioeconomic factors affecting which substances are used, receptivity to treatment, and attitudes toward intervention; various treatment modalities such as 12-step groups, therapy groups, and in-patient treatment for both self-referred and court ordered clients. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 4891 Study for Honors in Psychology

Part 2 of Honors Thesis work in Psychology for students admitted to the Honors Program. Requires signed proposal and permission from psychology coordinator and dean in University College.
Credit 3 units.

U09 Psych 492 Research in Psychology
The planning, execution, and written reporting of an original empirical research work within the area of psychology. Approval of the project or experiment by a supervising faculty member and the departmental coordinator required prior to registration. Prerequisites: advanced standing, 12 hours of psychology course work including U09-300 and 301, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). Petition must include the formal written research proposal. A student may enroll in this course only once.
Credit 3 units.

U09 Psych 494 Behavioral Psychology Readings Group
This weekly journal-style readings class provides the opportunity to read and discuss seminal as well as current papers on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience and the natural lines of fracture will be examined. Prerequisites: Psych 100B and one of the following: Psych 361, Psych 360, or a Philosophy course.
Same as L33 Psych 494
Credit 1 unit. A&S IQ: SSC EN: S

U09 Psych 495 Directed Readings in Psychology
Prescribed readings in a special area of psychology. Approval of a specific reading list by the supervising faculty member and the departmental coordinator is required prior to registration. Prerequisite: 12 hours of psychology course work, advanced standing, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). A student may enroll in this course only once.
Credit 3 units.

Integrated Studies

The **Bachelor of Science in Integrated Studies** is designed for adult learners who want to build on their existing education and tailor their degree to match their personal and professional educational goals. Learners discover and engage with subjects across disciplines in a given area concentration or combine their Arts & Sciences courses with professional studies. Students acquire the foundation for career development and lifelong learning, honing skills in writing, deep reading, communication and critical thinking. By approaching subjects across disciplines, learners consider and analyze issues using multiple lenses. They deepen their understanding of problems, test new approaches to challenges, and learn to solve issues creatively.

Contact:	Patricia Matthews, Associate Dean for Academics
Phone:	314-935-6754
Email:	patmatthews@wustl.edu
Website:	https://ucollege.wustl.edu/programs/undergraduate/bachelors-integrated-studies

Degree Requirements

Bachelor of Science in Integrated Studies

All University College undergraduate students must satisfy the same general-education requirements (p. 79).

Students in the Bachelor of Science in Integrated Studies program choose from the Area Concentration Track or the Arts & Sciences Professional Track, each of which culminates in a capstone experience.

Area Concentration Track

Required Courses: 36 units

In the **Area Concentration Track**, students take course work from across the Humanities, Sciences & Mathematics, or Social Science to acquire multiple perspectives and approaches to similar subjects. Learning how a variety of disciplines approach questions provides a foundation for appreciating differences across cultures, in different areas of work and life, and among individuals. Students acquire a range of tools for approaching problems and creating solutions.

Students complete 33 units in one of the following focus areas. At least 18 units must be at the 300 or 400 level.

Humanities focus, which includes the following:

- African and African-American Studies
- Art and Archaeology
- Classics
- English Composition
- English Literature
- French*
- History
- Italian*
- Korean*
- Philosophy
- Spanish*
- Women, Gender, and Sexuality Studies

* Foreign languages fulfill the Humanities Concentration of the Integrated Studies degree; they can also fulfill the Languages and the Arts distribution area for general education requirements.

Sciences & Mathematics focus, which includes the following:

- Biology
- Chemistry
- Earth & Planetary Sciences
- Mathematics and Statistics
- Physics

Social Science focus, which includes the following:

- Anthropology
- Economics
- History
- International Studies
- Political Science
- Psychology
- Sociology
- Women, Gender, and Sexuality Studies

Capstone (3 units)

Students must also complete a 3-unit capstone essay in which they reflect on the integration of a topic across fields within the chosen concentration.

Arts & Sciences Professional Track

Required Courses: 36 units

In the **Arts & Sciences Professional Track**, students pair the critical thinking, research and writing that are essential across multiple careers with a set of skills that advances their prospects in a particular profession.

Area Concentration (18 units)

Students choose from either Humanities, Social Sciences, or Math & Science. Courses must be at the 300 or 400 level.

Professional Studies (15 units):

Students choose individual courses that best advance their goals or that focus on a given area. Professional studies courses are chosen from the following:

- Business
- Clinical Research Management
- Communications
- Computers and Information Management
- Design Thinking
- Geographic Information Systems
- Human Resources Management**
- Journalism
- Nonprofit Management**
- Sustainability

Capstone (3 units)

Students reflect on, research and develop a set of best practices in a chosen profession.

Optional Certificate

Students in the Arts & Sciences Professional Track may focus on a given area and can earn a certificate (13-21 units) in the following areas:

- Business
- Clinical Research Management
- Forensic Psychology
- Geographic Information Systems
- Marketing
- Strategic Communications
- Sustainability

** Undergraduates may take a maximum of 9 units of 500-level (graduate-level) course work.

International Studies

International Studies explores economic, political, social and cultural issues. If students are interested in achieving a greater understanding of the world and the diversity of its cultures — which is 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

Bachelor of Science in International Studies

All University College undergraduate students must satisfy the same general-education requirements (p. 79).

Total number of units required: 42 minimum

Required introductory courses: 6 units

A core course may be substituted when these courses are unavailable. Each will be offered every other year.

- U.S. Perspectives on International Studies (IS 200) (may be substituted with a Category B course when unavailable)
- World Perspectives in International Studies (IS 205) (may be substituted with a Category A course when unavailable)

Required core courses: 6 units

- 3 units from Category A
- 3 units from Category B

Category A

Code	Title	Units
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

Code	Title	Units
PolSci 103	Introduction to International Politics	3
Bus 240	Introduction to International Business	3
Bus 330	International Management: Leadership Across Cultures	3

Required concentration courses: 30 units, chosen from 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 other areas, 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 other areas, 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, which is 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:

Code	Title	Units
IS 205	World Perspectives in International Studies	3
or IS 200	U.S. Perspectives on 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 other areas, with approval. At least one course must focus on a country or region of interest.

Category A

Code	Title	Units
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

Code	Title	Units
PolSci 103	Introduction to International Politics	3
Bus 240	Introduction to International Business	3
Bus 330	International Management: Leadership Across Cultures	3

Courses

Visit online course listings 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
This course is an introduction to history as a discipline, and an analysis of Western civilization from its prehistoric origins to the 17th century. We will begin with an examination of the three historical cultures from which this civilization was to draw many of its traditions: the Near East, Greece, and Rome. The course will go on to discuss the adoption of these traditions by the Celtic and Germanic peoples; the formation of kingdoms which would prefigure contemporary European nations; and the development of the culture of Latin Christendom. We will examine external interaction between Latin Christendom and its Slavic, Byzantine and Islamic neighbors, the resurgence of interest in classical culture, the effects of famine and pandemic, and challenges to secular and religious authority. Students in these fields will become more aware of how human values, ideas of justice, and methods of interpretation influenced and have been influenced by time, culture and personal perspective.
Same as U16 Hist 101

Credit 3 units. UColl: OLI

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 1020 Beginning Modern Irish II
In this second course in modern Irish, students will continue to develop reading, writing, and grammar skills and will become more fluent in spoken Irish. Prerequisite: Beginning Modern Irish I with grade of "C" or higher.
Same as U47 IRISH 102
Credit 3 units.

U43 IS 126 Beginning Modern Irish II
Students must have taken Irish I. Second semester of instruction in the Irish language. More emphasis will be placed on reading simple texts in Irish. We will read a short book called *Dúnmharú ar an Dart*. Much emphasis on grammar.
Same as U47 IRISH 120
Credit 3 units.

U43 IS 129 Beginning Modern Irish III
This is a third course in modern Irish (Gaeilge), designed to help students further increase their fluency in the language. We will continue to work on pronunciation, reading and writing skills. In addition to the textbook, we will read at least one e-book. Students will be given a choice of recent top-sellers and the class will then decide which book(s) to read. We will read newspapers, watch TV in Irish, listen to programs on Irish radio and at the end, students will complete a real Leaving Certificate exam in Irish.
Credit 3 units.

U43 IS 130 Beginning Modern Irish IV
Irish IV aims at developing and improving student's oral and written communication through the continued study of the language, literature, and culture of Ireland. It also aims to improve students' ability to read and appreciate both literary and nonliterary texts in Irish, and to enhance awareness and understanding of the culture of the country. Close attention will be paid to the Irish media, and we will stay in touch with current affairs via Irish newspapers, TV, and radio.
Credit 3 units.

U43 IS 131 Beginning Modern Irish V
This class is suited to students that have already completed four semesters of Irish. We will discuss literary and nonliterary texts, with emphasis on written and spoken communication.
Credit 3 units.

U43 IS 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: CD

U43 IS 164 Introduction to World History
The ancient "Silk Roads" that connected China with Europe (130 BCE-1453 CE) also included trade routes through Asia, the Middle East, and Africa. Silk and other goods, arts, religion, cultures, ideas, and technology were transferred on these routes and later on interconnected water routes during the Age of Discovery (1453-1660 CE). In the 21st century, the Silk Road is the basis for new global trade routes, tourism, cultural exchange, and even the growth of new cities.
Same as U16 Hist 164
Credit 3 units. UColl: OLI

U43 IS 200 U.S. 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 into three sections. First, students will be exposed to influential theoretical approaches in international studies in the United States. Second, students will work with academic perspectives on international studies, focusing 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 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 201 World Literature
This course is designed to be an introduction to or survey of world literature from roughly the eighth century BCE to the European Renaissance. Because in America we follow a Western trajectory of thought, many of the courses herein are Western. However, the goal of our work together is to compare and contrast how different cultures have theorized and created works with/about/concerning: birth, death, religion, self-image, the cosmos, ethics, love, etc., in various forms including but not limited to: drama, poetry, epics, folklore, and various mythoi, in such a way that we must consider printing, translation, court behavior, local (and aesthetic) boundaries, visual documents, etc.; in short, we will frame our look at various cultures' oral and written works so as to form an idea of how and why literature has worked and is capable of working. Our work together will result in all of us becoming better readers, more alert to variations on themes, vital differences, intuitive comparisons, the limits of logic (and of poorly deployed rhetoric), and the vitally important specifics of works that make them all but impenetrable.
Credit 3 units.

U43 IS 2040 Intermediate Modern Irish IV
Irish IV aims at developing and improving student's oral and written communication in Irish through the study of the language,

literature and culture of Ireland. Close attention will be paid to the Irish media, and we will stay in touch with current affairs via Irish newspapers, TV and radio.
Same as U47 IRISH 204
Credit 3 units.

U43 IS 205 World Perspectives in International Studies
This course is an introduction to current views on international studies produced outside the U.S. The course provides an interdisciplinary and transnational perspective of how the world and relations between nations are perceived in other regions. Students will be exposed to theory, academic work and media figures from around the world, and the course will represent knowledge produced in regions such as Latin America, Europe, Africa, the Middle East, and South Asia. Authors discussed include Raewyn Connell, Benedict Anderson, Arundhati Roy, and Emir Sader, among others.
Credit 3 units. UColl: CD

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 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 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: CD

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 309 U.S.-Latin American Relations: Culture and Politics

This class is an exploration of the relations between the United States and Latin America in the contemporary world. The class will begin with a brief discussion of the history of relations between North and South America. Secondly, we will discuss some central issues of current multilateral continental relations: immigration, the drug trade, economic development, the "new left", etc. Finally, the last part of the semester will be dedicated to the cultural exchanges between both regions.
Credit 3 units.

U43 IS 310 Modern and Contemporary Irish Drama

This course surveys Irish drama from the early-20th-century founding of the Abbey Theatre under William Butler Yeats and Lady Augusta Gregory to selected contemporary playwrights. Yeats' claim that a new Irish drama would show that "Ireland is not the home of buffoonery and easy sentiment...but the home of an ancient idealism" was quickly put to the test when Synge's classic "Playboy of the Western World" occasioned riots during its 1907 performances. Issues have persisted: Celtic myth vs. Dublin reality; celebration of warriors vs. the aesthetics of loss and defeat; saintly Irish mothers vs. pirate queens and Medeas; and Anglo-Irish playwrights as embodiments of the transition to the postcolonial. Playwrights studied will include Augusta Gregory, G.B. Shaw, Sean O'Casey, Samuel Beckett, Brian Friel, Anne Devlin, Christina Reid, Martin McDonagh, Conor McPherson, and Marina Carr.
Same as U47 IRISH 352
Credit 3 units.

U43 IS 3100 Food and Culture in Latin America: Colonialism, Transculturation, Nationalism, Globalization

The rising field of Food Cultural Studies provides new insights on a diversity of topics regarding culture, race, colonialism and everyday life across the world. This course proposes a reading of the main topics of Latin American culture (colonialism, nationalism, race, cultural mixture, globalization, migration and others) through the lens of food history and social practices. With a particular focus on Mexico, and additional case studies from Peru, Brazil and other countries, students will explore topics such as the idea of intangible patrimonies, cultural heritage, the rise of the celebrity chef and the conflict between tradition and innovation. Students will engage with the subject through the reading of food history, recipe books, historical documents and academic scholarship, along with documentaries, fiction films and television shows capturing culinary culture, as well as discussions on the presence of Latin American food in St. Louis.
Same as U67 LAS 310
Credit 3 units.

U43 IS 3120 Constructing French Identity: Topics in French Culture and Society

This course examines various aspects of modern France ranging from literature, art, performance, and cuisine to contemporary popular culture (songs, cinema, fashion, etc.). Through an analysis of primary materials such as novels (in translation), cook books, songs, films, art objects and material artifacts from France, this class explores the meaning and preservation of French culture and identity. We also study areas of social debate from a French perspective, including the identity crisis generated by globalization. Each week we will analyze a specific cultural phenomenon or aspect of French material culture, using the methodology of literary and cultural studies. This course may not count toward the major or minor in French.
Same as U12 Fr 312
Credit 3 units.

U43 IS 313 Korean Literature and Film

Same as U78 EAsia 312
Credit 3 units. UColl: CD

U43 IS 314 Reading Culture: Exploring Dystopias

In this course we will explore why the conditions in Russia during the 19th and 20th centuries paved the way for the first dystopian novel and why, perhaps, the U.S. was only a close second in this regard. We begin with such authors as Fyodor Dostoevsky and Yevgeny Zamyatin, and then move on to examine the ways in which later authors, such as Ray Bradbury and George Orwell, interpreted the pressing current events of their times — the Cold War, the rise of technology and bio-technology, and the ecological crisis — through the dystopian lens, with an emphasis on the role that Russia and Russian literature played in the development of this particular mindset. We will extend our exploration to include recent dystopian ideas prevalent in China and Latin America, as well as to address the popularity of such multimillion dollar media franchises as *The Hunger Games* and *The Maze Runner*. We conclude with a discussion of current dystopian discourse in such areas as politics, technology, and trauma narratives. The course is discussion based. All readings are in English.
Credit 3 units.

U43 IS 315 Latin American Pop and Media Culture: Languages of Modernity

Studying Latin America's pop and media culture from the 1950s onward, this course will focus on the way in which cultural texts assist Latin Americans in engaging with the social transformations created by processes of capitalist modernization, such as urbanization and globalization. We will study cultural genres such as popular and pop music (including bolero and reggaeton), commercial cinema, television, and comic books, learning to read these productions critically and historically. We also examine methods for reading and interpreting these works.
Same as U67 LAS 315

Credit 3 units. UColl: CD

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: CD, HEA, HSM, HSP

U43 IS 3165 The Classic Dynasties of China
This course takes as its focus the period in Chinese history when cultural and political patterns were established. After a brief survey of the earliest periods of Chinese history, the course moves from the T'ang Dynasty through the Song, Ming, and Qing Dynasties. Extensive primary sources from each dynasty will be supplemented by a set of historical works that we will read and discuss. The sources and books will address social and cultural development along with diverse aspects of daily life. The class concludes with an examination of the elements of decline evident in the late Qing Dynasty and an exploration of the major themes of Chinese history that we have discovered in our semester study.
Same as U16 Hist 3165
Credit 3 units. UColl: CD, HEA, HSP

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: CD, HEA, HSM, HSP

U43 IS 317 Transnational Chinese: Migration, Ethnicity and Identity
This course is an introduction to overseas Chinese studies. We will begin with an overview of Chinese migration, exploring historical patterns of Chinese migration, the latest waves of Chinese immigrants, and their migration, settlement and integration among various others in worldwide communities over different historical periods. The readings and discussions in this course will cover a range of topics and issues in diaspora and ethnic studies, particularly in overseas Chinese studies, from cultural assimilation and integration, identity and ethnicity, to gender, intergenerational relationships of immigrant families, ethnic enclaves, citizenship, transnationalism, Chinatown, and China and the overseas Chinese. The major goals in our survey of overseas Chinese are (1) to question and reconsider the concept of "Chineseness" and Chinese identity, paying special attention to how personal and community identity is constructed and reconstructed by negotiations, conflicts and transformations among diasporic Chinese, and (2) to comprehend the dynamics, diversity and heterogeneity among various Chinese communities in a transregional and transnational perspective, while deconstructing the category of "Chinese" as one complete cultural unity. The course is designed to help the students develop a theoretical basis in migration/ diaspora and ethnic studies based on the studies of overseas Chinese. Basic vocabulary terms and concepts in this field will be explained and discussed in class.
Credit 3 units.

U43 IS 3170 Seamus Heaney
By the time Seamus Heaney was awarded the Nobel Prize for Literature in 1995, he had already built a reputation as one of the foremost poets of his generation, a leading figure in 20th- and early 21st-century verse, widely seen as the true successor to W.B. Yeats as the national bard of Ireland. This course examines the arc of his literary career, working our way chronologically through the poetry, exploring texts in conjunction with their contexts, seeking a deeper understanding of form and meaning through close reading and scholarly engagement with a full range of his writing. Readings include poems from the volumes *Death of a Naturalist*, *Wintering Out*, *Door Into the Dark*, *North*, *Station Island*, *Seeing Things*, *The Spirit Level*, *Human Chain*, and others.
Same as U47 IRISH 317
Credit 3 units.

U43 IS 318 19th-Century Russian Literature in Context
How are we to understand Russian culture, Vladimir Putin, and the relationship between Russia and the rest of the world today? In this course we will approach 19th-century Russian literature as a lens through which we can explore current events and cultural trends both in Russia and in our own lives, here in the U.S. We will read short stories and novellas by all the major 19th-century Russian authors — Pushkin, Gogol, Dostoevsky, Tolstoy, and more — and will study the issues that concerned them most. Topics will include: gender and identity, social inequality, and the meaning of life and death. We will consider the writers and their works within the context of their times, while simultaneously exploring the most pressing issues that face us today. All readings will be in English.
Credit 3 units.

U43 IS 319 Digitizing Development
International development is increasingly being seen through the eyes of technology. Paradigms of ICT4D (information and communication technology for development) have become more and more pervasive. Many policy officials say that data is the fuel of the future, which can "leapfrog development." They are turning to digital tools like big data, artificial intelligence, machine learning, robotics, body sensors, facial recognition, and social media platforms for their programs. These resources are promised as solutions for poverty alleviation, education delivery, unemployment reduction, and humanitarian crisis response. This course will critically assess such frameworks by asking what they have achieved, what they have not, and what ethical questions must be considered. Should we use "dumpster diving robots" to sort recycling waste? Can machine learning help with the translation of the internet into local languages? Should asylum seekers in refugee camps be subject to biometric scanning in order to receive aid? What role do technology giants like Facebook have in the ethnic cleansing campaigns against the Rohingya in Myanmar? Are encrypted communication technologies enabling citizens in authoritarian contexts to organize for their human rights? We will consider implications for ethnicity, class, gender, and sexuality, and we will focus on many regions of the global south. Through readings, films, and guest speakers, we will hear directly from scholars, officials, and nongovernmental organizations.

Credit 3 units. UColl: ML

U43 IS 320 Islam and the West
This course will study the historical and contemporary international interactions between Islam and the West from medieval times to the modern world. The course will shed a light on the birth, rise and the decline of Islam, and its impact on foreign relations with the West. The main focus of the course, however, will be Islam and the West interactions in the Modern era. For centuries, Islam and the West have been neighbors and cultural contestants with a history of conflict and coexistence, but terrorist attacks on September 11, 2001, have aggravated discussions regarding the "clash of civilizations." Globalization, on the other hand, has created an interdependency that requires greater cooperation, understanding, and dialogue.
Credit 3 units.

U43 IS 324 Intercultural Communication
This course is designed to further students' sensibility toward cultural variables and to cultivate their practical skills in managing cultural diversity in everyday life and business. Our interrogation focuses on how cultural variables affect the thought, behavior, value systems, the transmission and interpretation of messages, and characteristics of interpersonal and cross-cultural communication. We learn key concepts in this field (verbal and nonverbal communication, individualism and collectivism, stereotypes and ethnocentrism, etc.) and issues of particular concern in the current world (inter-ethnic/ racial relations, and intercultural communication in classrooms, medical care, and international business, etc.).
Credit 3 units. UColl: CD

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
This course bridges the world of literature and the world of medicine by focusing on both Anton Chekhov, a practicing doctor and one of the greatest Russian writers of the 19th century, and the newly emerging field of Narrative Medicine. In this course we will explore how Chekhov was able to integrate and express cultural attitudes towards illness, suffering, and healing in his writing and medical practice, as we simultaneously explore how doctors and other health care practitioners apply such topics in their professional work today. We will supplement Chekhov readings with foundational Narrative Medicine texts and the works of such contemporary doctor-writers as Atul Gawande, Sayantani DasGupta, and Paul Kalanithi. Class will include self-reflective writing workshops with Sarah Stanage, MD. The course is discussion-based and appropriate for students of literature, culture, and medicine at all levels. This course counts toward both the IAS major and the medical humanities minor.
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 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.
Same as U16 Hist 3323
Credit 3 units. UColl: HEU, HSM

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: CD

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." We will also 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 about digital politics.
Credit 3 units.

U43 IS 347 International Marketing
This course will provide information and skills that extend basic marketing principles to a global business environment. We will examine the international marketing mix of product/service, pricing, distribution, and promotion. Additionally, we will cover a range of key topics in the field of international marketing, including emerging issues in international trade, major trading blocks such as the European Union and NAFTA, global trade agreements, the emerging China market, and the issue of standardization versus adaptation.
Same as U44 Bus 347
Credit 3 units.

U43 IS 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.
Same as U16 Hist 3520
Credit 3 units. UColl: HEU, HSM

U43 IS 3575 U.S. Foreign Policy: Theory and Practice
In this class we will focus on the procedures and institutions that shape U.S. foreign policy decisions. This course examines major aspects of domestic politics that influence U.S. foreign policy decisions: public opinion, electoral politics, and interest groups. This course is fully online. Only University College students can receive credit for fully online courses.
Credit 3 units.

U43 IS 358 Gender and Globalization
This course examines how gender is integral to contemporary political economies. We will look at how the meaning of family is changing, with a retreat from marriage in some places and an expansion in others. We also examine gender in the areas of public health and the economy, and political leadership and social change across the globe.
Credit 3 units.

U43 IS 3610 The Shape of Women and Gender in Renaissance Italy
Ths course allows students 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, underline the unique contributions that women have made to early modern Italian society and culture, and discuss how their roles and participation in their world differed from those of the men with whom they interacted.
Same as U16 Hist 3610
Credit 3 units. UColl: HEU, HSM, OLI

U43 IS 364 Global Sustainability
Global Sustainability explores our relationship with planet earth. Taking an ecological systems perspective, this course provides students with the knowledge and understanding of the scientific, cultural, social, political, economic, and technological conditions that affect the quality of life on our planet. Due to the cross-disciplinary nature of these conditions and issues, the course will touch on many different subject areas, including ecology, conservation biology, economics, and political science. The overarching theme of environmental sustainability will be interwoven throughout the course. Topics covered include an overview of the global commons, ecosystem integrity and health, the human footprint, biodiversity and human health, the pollution and degradation of the global commons, ecological economics, the international system and environmental politics, resource management, and sustainable development.
Same as U29 Bio 364
Credit 3 units. UColl: OLI

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. CET (https://gephardtinstitute.wustl.edu/cec) course.
Credit 3 units. UColl: CD

U43 IS 368 Confronting Weapons of Mass Destruction: New Developments and Challenges
International Studies students come to grips with the global Weapons of Mass Destruction (WMD) problem. They encounter the specter of acquisition and use of nuclear, chemical, and biological weapons and their respective means of delivery not only by sovereign states but also by terrorists and other non-state actors. They examine and assess the viability of states' current individual and collective anti-WMD policies and strategies. In that light they seek comprehensive answers to the following questions: Is nuclear deterrence obsolete? How much nuclear-weapons modernization is enough? Will the nuclear nonproliferation regime survive? If so, under what conditions? Is the Iran Nuclear Deal viable? How can North Korea's WMD threat be diminished? Is nuclear security attainable? How

can chemical and biological weapons threats be successfully addressed? Why are counterproliferation strategies necessary complements to nonproliferation strategies? Why is ballistic-missile defense a prime counterproliferation strategy? What cyberchallenges must be addressed in the anti-WMD/WMD nonproliferation realm? In light of the responses to the foregoing questions, what is the future for global WMD control/elimination?
Credit 3 units. UColl: OLH, OLI

U43 IS 3682 The Cold War and the Modern Spy
This course studies the Cold War through the lens of modern espionage. We begin by studying how technology developed in World War I, such as the use of codes and code-breaking machines, enabled the growth of intelligence organizations with the goal of collecting information against the Germans. World War II spawned a new age of electronic surveillance, spies and counterspies, as tensions increased between democratic and communist allies. We will examine the creation of the CIA and KGB; NATO and the Warsaw Pact; the use of secret tunnels; aerial and satellite reconnaissance; embedded spies and moles; the "Atomic Spy"; and the use of military intelligence in government covert activities.
Same as U16 Hist 3682
Credit 3 units. UColl: HSM, HTR, OLI

U43 IS 3701 Topics in Politics: The United States of Europe?
The European Union is the most advanced experiment of regional integration and "supranational" governance beyond traditional nation-states and intergovernmental cooperation. This course is designed to explore the dynamics of this experience over the past 60 years within a historical and geographical context, considering political, economic, institutional and cultural factors. The course will not only cover the 28 member nations and interrelationships among them, but will also address topics related to the external relations of the EU.
Same as U25 PolSci 370
Credit 3 units. UColl: OLI, PSC

U43 IS 372 Women's Literature and Global Feminism: 1975 to 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 375 Seminar in Comparative Literature I
Same as U32 CompLit 375
Credit 3 units.

U43 IS 3751 Topics in International Politics: National Security in an Unstable World
The international strategic landscape of the 21st century is complex and contradictory. However, it is within this landscape that the U.S. national security establishment must develop effective policies and priorities to secure America's national interests. This course will survey key concepts, tools, and approaches to the study of world politics as they relate to our national security and present a brief history of the evolution of the international system. Building on this foundation, the student will learn about the role and functioning of the major institutions of the U.S. national security system, including the Presidency, the National Security Council, the military establishment, and the intelligence community. The course will address such questions as the following: How do U.S. institutions interact to produce national security policy? How have they evolved? Do they function effectively in the 21st century? How does our national security system assess the international arena within which it must operate? Is there a grand national security policy evolving?
Same as U25 PolSci 375
Credit 3 units. Art: SSC BU: IS

U43 IS 3772 Islamic Spain (Al-Andalus): Three Faiths, One Land
From the eighth to the 15th 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 JME 377
Credit 3 units.

U43 IS 381 Cross-Cultural Psychology
An overview of social, developmental, and organizational forces from a cross-cultural perspective, with a focus on culture as a variable as well as its relationship to attitudes and behavior. A review of historical biases in the discipline of psychology will precede the study of research methodologies best suited to cross-cultural work. Also emphasized is the manner in which social and cultural forces shape the human experience.
Prerequisite: Psych 100.
Same as U09 Psych 381
Credit 3 units. UColl: CD

U43 IS 3840 Modern European Art in Context, c. 1850-1950
When displayed against pristine white gallery walls, modern art may seem detached from everyday reality. However, modern artists responded strongly to the drastic technological, social, economic, political and cultural changes that transformed Europe from 1850-1950. The period between the revolutions of c. 1848 and the end of World War II, therefore, witnessed the rapid development of new artistic styles and movements. This course considers movements ranging from Realism, Impressionism, Post-Impressionism, Fauvism, Expressionism,

Cubism, Dada, Surrealism to the Bauhaus. By practicing careful visual analysis of artworks — including painting, printmaking, photography, sculpture and architecture — and weighing the historical contexts in which they were created, it aims to clarify the relationship between modernist aesthetics and modern life. No prerequisites. Does not count toward the art history major.
Same as U10 ArtArch 3840
Credit 3 units.

U43 IS 3842 Latin American Art & Architecture, 1910-2010
This course surveys major movements in art and architecture in Latin America, from the early 20th-century avant-gardes to the most recent developments in contemporary art. With the understanding that the term "Latin America" is a geopolitical construct that has been applied to a region of tremendous ethnic, historical, economic, and linguistic diversity, this class will focus on a selection of significant artistic movements and historical figures in and of Argentina, Brazil, Chile, Colombia, Cuba, Ecuador, Mexico, Peru, Uruguay, and Venezuela, as well as major architectural projects in Brazil, Mexico, and Venezuela. Artistic and architectural discourses have often played an important role in processes of modern state formation in the region, and we will be especially attentive to cases in which artists and architects worked (at least initially) in the service of governmental regimes — as in Mexican muralism in the 1920s and the construction of Brasília, a new national capital for Brazil, in the 1950s — as well as those cases in which artworks and artistic networks offered a means of challenging or subverting official repression in Argentina, Brazil, Chile, Cuba, and Mexico. Beyond politics, we will focus on the tensions — indigenous vs. cosmopolitan, urban vs. rural, rich vs. poor — and transnational dialogues that have informed the production and reception of art and architecture in Latin America. No prerequisites. Intro to Western Art (L01 112/113), Intro to Modern Art (L01 211/211E/215), or Survey of Latin American Culture (L45 165C) suggested. Does not count toward the major in art history and archaeology.
Same as U10 ArtArch 3842
Credit 3 units.

U43 IS 395 Shakespeare
Detailed discussion of a number of plays representative of different types: comedy, tragedy, history, romance. Shakespeare as a poetic dramatist and the plays as functioning stage pieces.
Same as U65 ELit 395
Credit 3 units. BU: HUM UColl: ENE

U43 IS 400 Independent Study in International Studies — Honors Thesis
Part II of the 6-unit Honors Thesis.
Credit variable, maximum 3 units.

U43 IS 4140 Sustainable Development and Conservation: Madagascar
This course focuses on sustainable development in rural subsistence economies, using Madagascar as case study. Students from diverse disciplines are challenged to develop and assess the feasibility of projects that can have positive impact on communities constrained by poverty traps. The span of projects includes topics such as forest conservation and use, nutrition, health, food security, clean water, education, and bottom up economic growth. Students in Humanities, Social Sciences, Business, Design, Engineering, Physical Sciences, Law, Social Work, Economics, Political Science, Public Health and others use their different perspectives to search for answers. Teamwork and peer teaching are central to the course. Competitively evaluated projects will be field-tested in Madagascar. Selected teams will travel to Madagascar in May and work with the Missouri Botanical Garden Community Conservation Program to adapt projects to conflicting environmental, cultural, economic, and political factors. Poster board sessions for students taking the trip occur in the fall term. Project teams selected to go to Madagascar will be assessed a lab fee at the time their participation in the trip is confirmed. The lab fee covers the cost of airfare, in-country transportation, and approximately three weeks of in-country lodging and food. Undergraduate students should register for the course using one of the undergraduate cross-listed course numbers.
Same as U85 IA 5142
Credit 3 units.

U43 IS 427 Economic Systems in Theory and Practice
Theory and practice of mercantilism, capitalism, and socialism. Historical and contemporary examples considered, with contemporary focus on Latin America, Eastern Europe, and Hong Kong. Primary emphasis on choices open to individuals; pecuniary and non-pecuniary prices paid to exercise those choices. Statistical evidence and case studies will be used. Course requirements include weekly written critique. Prerequisite: U07 Econ 1011 or 1021.
Same as U07 Econ 427
Credit 3 units.

U43 IS 440 Soldiers of God: Religion, Fundamentalism, and the Modern World
This course examines the relationship between religion and politics in an era of globalization. We also will consider whether a "clash of civilizations" exists between Islam and the West. Texts include *The Clash of Civilizations*, *Religion and Foreign Affairs*, *The Battle for God*, *Taliban*, and others.
Credit 3 units.

U43 IS 450 From Sweatshops to Sex Trafficking: Labor in Global Perspective
This course examines contemporary employment practices and how they extend across national borders. We will study multinational firms, global assembly lines, migration, and outsourcing. Topics include sweatshops, sex trafficking, low wages, and suicide. Transnational labor is also illicit, like the lucrative market in sex trafficking from Russia, Eastern Europe, and North Africa to the wealthier countries in the west and north. We will discuss how these kinds of cross-border practices are regulated through local, national, and international bodies.
Credit 3 units.

U43 IS 458 Gender and Globalization
This course is an examination of how gender is integral to contemporary political economies. We'll look at how the meaning of family is changing, with a retreat from marriage in some places (why can a person get a temporary divorce in Iran?) and an expansion of marriage in other places (the granting of marriage to lesbians and gays in South Africa; the ability of American men to buy a bride from the Philippines on the internet). We'll look at health and economy: How are women central to food production worldwide, yet the most typical victims of food scarcity? Alternatively, we'll see advances in women's leadership worldwide, and ask why Rwanda tops the list of countries with the greatest share of women in parliamentary

bodies. We'll see women at the forefront of social change. How were several hundred women activists able to thwart Exxon Corporation in Nigeria? Why did Nobel Peace Prize winner Wangari Matthai see planting trees as an act of feminist, environmental and political activism?
Credit 3 units. UColl: CD

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: CD

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: CD

U43 IS 4660 Geographies of Development in Latin America: Critical Perspectives and Contemporary Challenges
This course provides an overview of the geographies of development throughout Latin America. We will begin by examining a variety of theoretical perspectives, definitions, and critiques of "development." We will highlight the uneven processes of development at multiple overlapping scales and the power imbalances inherent in much of development discourse. During the second half of the course, we will focus our considerations toward specific contemporary trends and development issues by using case studies drawn primarily from Latin America. These themes will include sustainability, NGOs, social movements, social capital, security and conflict, identity, ethnicity and gender issues, participatory development, and micro-credit and conditional cash transfers. Students will acquire the critical theoretical tools to develop their own perspectives on how development geographies play out in Latin America.
Same as L97 IAS 4660
Credit 3 units. A&S IQ: LCD, SSC, SC, SD EN: S

U43 IS 4662 Central American Geographies of Violence
This course provides an in-depth examination of the geographies of violence in Central America. As a region frequently characterized as endemically prone to violence, it is vital to analyze and contextualize the violence. Approaching violence in Central America from a geographic perspective involves not only locating and "placing" the violence but also thinking relationally about the multiple overlapping scales of activity, both within and beyond the region. The course is divided into three parts. In the first section of the course, we begin with an overview of the foundations for understanding violence in Central America. In addition to covering the physical and human geography of the region, we also delve into various ways of defining violence, with a particular emphasis on how geographers conceptualize violence. In the second section, we delve into various theoretical approaches for understanding the nature of multiple types of violence and draw from historical and contemporary events in Central America. In the third section of the course, we take a closer look at specific case studies in the region, covering topics such as genocide, alcoholism, immigration, gangs, and drug trafficking. Prerequisite: sophomore standing or above.
Same as L97 IAS 4662
Credit 3 units. A&S IQ: LCD, SC, SD EN: H

U43 IS 470 Topics in Religious Studies
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.

Mathematics or Applied Mathematics

A degree in mathematics is useful for those seeking careers in teaching, research, the sciences, or business and government. The traditional **mathematics major** is particularly appropriate if students plan to teach or enter professional school or if they seek an interesting major within the liberal arts. The **applied mathematics major** is suggested if a student plans a career in actuarial work, industrial mathematics or statistics.

The **minor in mathematics** consists of 21 units of required course work. Please refer to the Degree Requirements section for more information.

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Degree Requirements

Bachelor of Science in Mathematics or Applied Mathematics

All University College undergraduate students must satisfy the same general-education requirements (p. 79).

Required for all mathematics majors: 12 units

Code	Title	Units
Math 155	Calculus I	3
Math 156	Calculus II	3
Math 255	Calculus III	3
Math 256	Calculus IV	3

Students in the applied math major are also required to take Math 133 Programming with Python.

Plus an additional 18 units of 300- and 400-level Mathematics courses

Students in the traditional math major are encouraged to take Math 3101 Foundations for Higher Mathematics. This is a day school course designed to introduce students to the language and conventions of mathematical discourse. University College math majors may enroll in this course at the University College tuition rate. In addition, students should select relevant courses in the social and physical sciences to complement and augment the major.

A sample of available 300- and 400-level courses is given here:

Code	Title	Units
Math 301	Differential Equations	3
Math 305	Probability and Statistics	3
Math 3091	Matrix Algebra	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 includes the following:

Code	Title	Units
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 305	Probability and Statistics	3
or Math 205	Applied Statistics	
Math 309	Matrix Algebra	3
or Math 301	Differential Equations	
Total Units		21

Courses

Visit online course listings 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
Basic concepts of statistics. Data collection (sampling and designing experiments), data organization (tables, graphs, frequency distributions, numerical summarization of data). Prerequisite: high school algebra. Note: This course is *not* equivalent to L24 1011 and does not have any A&S attributes.
Credit 3 units.

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 serves as preparation for the calculus sequence. Prerequisite: U20 140.
Credit 3 units.

U20 Math 155 Calculus I
First course in differential calculus covering functions, limits, continuity, derivatives, techniques of differentiation, and applications including maxima and minima of functions, curve sketching, related rates and rectilinear motion, mean

value theorem. Prerequisite: U20 141 or equivalent, including trigonometry.
Credit 3 units. UColl: OLH

U20 Math 156 Calculus II
Continuation of U20 155, starting with a brief review of definitions and formulas. The concept of the integral; the Fundamental Theorem of Calculus; techniques of integration; application of the integral including areas, volume, and work; differential and integral calculus with elementary transcendental functions. Prerequisite: U20 155 or equivalent.
Credit 3 units.

U20 Math 205 Applied Statistics
This is a first course in statistics with examples and applications from a variety of disciplines, and emphasis on the social, behavioral and natural sciences. Students will learn about key topics and statistical methods that may be applied to areas such as economics, mathematics, psychology, business, and health sciences, to name a few. The course will provide a foundation in descriptive and inferential statistics, and in probability. Students will learn numerical and graphical methods of describing data and will study some of the more common distributions. Topics to be covered include hypothesis testing, confidence-interval estimation, correlation, regression, analysis of variance, contingency tables, quality control, and nonparametric statistics. This course may be applied to University College majors in economics, managerial economics, and political science. Students must have access to the internet, have an email account, and have some familiarity with Microsoft Excel to take the course. Prerequisite: College Algebra.
Credit 3 units. UColl: OLI

U20 Math 210 The Art of Mathematical Thinking
Mathematics plays an important role in society, from engineering to architecture to the social and behavioral sciences. This course will expose non-math majors to fascinating sides of mathematics that are typically not discussed in standard math courses. Students will learn effective thinking techniques with applications beyond standard mathematics, and discover exciting ideas and new perspectives about the world. We will look at questions like: What do rabbits, piano keyboards, and pine cones have to do with the Parthenon? What do secret codes and bar codes have to do with number systems and prime numbers? What are some uses and misuses of mathematics in everyday life? Why are coincidences not so amazing after all? Prerequisite: proficiency in high school algebra.
Credit 3 units. UColl: OLI

U20 Math 255 Calculus III
Continuation of U20 156. Vectors in the plane and in space, lines and planes in space, calculus of vector-valued functions, parametric equations, arc length, polar coordinates, infinite series, Taylor's theorem. Prerequisite: U20 156 or equivalent.
Credit 3 units.

U20 Math 256 Calculus IV
Continuation of U20 255. Functions of several variables, partial derivatives, tangent planes, directional derivatives, total differential, multiple integrals, line integrals, and an introduction to elementary differential equations. Prerequisite: U20 255 or equivalent.
Credit 3 units.

U20 Math 3001 Independent Study in Mathematics
Credit 3 units.

U20 Math 301 Differential Equations
First course in differential equations with emphasis on linear equations and their applications. Prerequisite: U20 256 or equivalent.
Credit 3 units.

U20 Math 305 Probability and Statistics
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 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.
Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: 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 U20 Math 520
Credit 3 units. Art: NSM

U20 Math 435 Statistical Learning: An Introduction to Data Mining
This course is an introduction to applications of statistical learning to big data sets. Topics include assessing model accuracy, linear vs. logistic regression, cross validation and resampling, shrinkage and regularization (lasso) methods, decision trees and other tree-based methods, and clustering methods such as K-means, hierarchical clustering, and support vector machines. We also cover data mining for massive data sets, such as association rule mining. Linear regression will be reviewed. The course provides skills and experience for careers in statistical and machine learning and for positions such as data scientist, data analyst, applied statistician, and data-savvy manager. Prerequisites: U20 Math 594 or permission

of instructor and introductory-level programming (R, SAS, or Python).
Same as U20 Math 535
Credit 3 units.

U20 Math 493 Probability
Mathematical theory and application of probability at the advanced undergraduate level; a calculus-based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes' theorem, random variables and distributions, expectations and moments, the classical distributions, and the central limit theorem.
Same as U20 Math 593
Credit 3 units.

U20 Math 494 Mathematical Statistics
Theory of estimation, minimum variance and unbiased estimators, maximum likelihood theory, Bayesian estimation, prior and posterior distributions, confidence intervals for general estimators, standard estimators and distributions such as the Student-t and F-distribution from a more advanced viewpoint, hypothesis testing, the Neymann-Pearson Lemma (about best possible tests), linear models, and other topics as time permits.
Same as U20 Math 594
Credit 3 units.

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 IQ: NSM Arch: NSM

Political Science

The Department of Political Science offers students the opportunity to study all aspects of politics using cutting-edge technical and theoretical tools. Our courses are animated by longstanding problems related to the use of power, its rightful exercise by governments and individual actors, and the institutions that affect how that power is exercised. Reflecting the breadth of the discipline, we offer a range of classes, including courses on elections and electoral politics, international political economy, justice and the state, and comparative analyses of political institutions across states.

A major in political science thus exposes students to the primary themes of the discipline: American politics, comparative politics, international politics, political methodology and political theory. A political science major offers students the opportunity to study political life as part of a broad liberal education, and 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.

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Website:	https://ucollege.wustl.edu/programs/undergraduate/bachelors-political-science

Degree Requirements

Bachelor of Science in Political Science

All University College undergraduate students must satisfy the same general-education requirements (p. 79).

Required: 30 units minimum

To major in political science, students must complete a minimum of 30 units of political science course work, including at least 6 units of introductory course work, the course U25 PolSci 323 Introduction to Quantitative Methods, and at least 18 units of advanced courses 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

For the minor, 15 units of course work in Political Science, including at least 9 units of advanced-level courses, are required.

Courses

Visit online course listings 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.

U25 PolSci 103 Introduction to International Politics
Why do countries fight wars? When do states decide to trade? How can countries address global challenges such as climate change? This course introduces students to the tools needed to answer those and other questions related to interactions between states. First, we cover the theoretical and empirical basics required to analyze international politics in major policy areas such as conflict, trade, development, and the environment. Second, we explore the role of international organizations and how international interactions are connected to domestic politics.
Credit 3 units.

U25 PolSci 103B International Politics
Globalization, the accelerating rate of interaction between people of different countries, creates a qualitative shift in the relationship between nation-states and national economies. Conflict and war is one form of international interaction. Movement of capital, goods, services, production, information, disease, environmental degradation, and people across national boundaries are other forms of international interactions. This course introduces the study of global political-economic relations. We focus upon building a toolkit that will help us understand the micro-foundations of the globalization of material and social relations.
Same as L32 Pol Sci 103B
Credit 3 units. A&S IQ: SSC Art: SSC BU: IS EN: S

U25 PolSci 203 Topics in Politics
The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units.

U25 PolSci 227 Just Do It! Running for Political Office
The course will focus on skills related to the democratic expression of political rights and responsibilities. The course will balance background knowledge of the issues with application. Students will explore how to use coalition building and advocacy skills to relate to personal issues to public issues. Students will research a current Missouri bill, create a strategic plan for its passage or failure, and prepare to give testimony on such bill in a mock House of Representatives committee hearing. Students will also learn about ethical dilemmas in policy and politics and create a plan for turning their passions into policy.
Same as L32 Pol Sci 227
Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

U25 PolSci 230 U.S. Presidential Campaigning
With the 2016 Presidential race as our backdrop, this course will explore the road to the White House, from early primaries and caucuses through the general election. We will study the role and impact of the media, political parties, and interest groups. We will discuss campaign strategy and organization and the importance of fundraising, debates, polling, social media, and national conventions. We will assess the strengths and weaknesses of current presidential campaigns in real time. Students will select a candidate to "manage" throughout the course and develop themes, speeches, and a general election strategy for their candidate. We will not debate which candidate is the best, but we will discuss who has the best message, organization, and overall campaign.
Credit 3 units. UColl: PSA

U25 PolSci 260 Game Theory in Science and Culture
Introduces the major intellectual insights of game theory in a nontechnical fashion, and examines the influence game theory has had on geopolitics, social philosophy, psychology, art, and the humanities. In addition to covering the basic machinery of the theory, the class will: participate in numerous illustrative classroom games; examine game theory in film, literature, and literary criticism; see how game theory has contributed to social theory; and learn about the background of game theory and its history and perception as a hoped-for tool in the Cold War. Grades based on problems, short essays, two short-essay exams, and participation.
Same as L32 Pol Sci 260
Credit 3 units. A&S IQ: SSC

U25 PolSci 3006 Humanitarian Intervention
This course will examine the political factors that influence humanitarian intervention by studying the ethical, legal, economic, and geostrategic aspects underpinning one of the more controversial developments, namely, the use of military force to protect civilians caught up in internal conflict, such as in Somalia, Bosnia, and Kosovo. The course reviews traditional humanitarian principles and considers how 21st-century intrastate wars have influenced humanitarian organizations. We also consider the "Responsibility to Protect" doctrine and its impact on NATO operations.
Credit 3 units.

U25 PolSci 3031 Race and Ethnicity in American Politics
This seminar will discuss the continuing importance of race and ethnicity in American politics and the politics of racial minority groups in America. It will examine the disadvantage minorities have in the American political structure including problems with political participation. It will examine how the structure and functions of the branches of government and its bureaucracy affect the aspirations of minorities. The 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 IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

U25 PolSci 3050 Politics of International Law
In this course, we will focus on key issues of international law and international politics, and how issues of law and politics intersect at the international level. This will include a focus on theories of international relations, theories of international law; conflicts regarding resources, territory and ideology; the military-industrial complex; globalization, privatization and commercialization; international trade; international treaties; international institutions; the limits of international law; customary international law; the law of the sea; space law; the concept of empire; unilateralism; human rights; and war law.
Credit 3 units. UColl: PSI

U25 PolSci 3061 Sex, Race, and Justice: The U.S. Supreme Court Year Review
Credit 3 units.

U25 PolSci 3090 Civil War and Peace
This course examines the causes and consequences of intra-state conflict, as well as the potential solutions to it, drawing on examples from countries throughout the world, including Bosnia-

Herzegovina, India, Iraq, Russia, Rwanda, Spain, et cetera. We will consider many potential causes of intra-state violence, including ethnic and religious identities, economic and security concerns, elite manipulation, and international diffusion. In order to understand the challenges countries face recovering from violence, we will subsequently examine different ways in which conflicts are conducted, as well as their consequences, including economic underdevelopment, rape, child soldiers, and disease. Finally, using what we have learned about the causes and consequences of conflict, we will analyze the utility of different tools for managing intra-state conflict, including, but not limited to, minority representation, consociationalism, decentralization and partition.
Same as L32 Pol Sci 3090
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA, IS

U25 PolSci 3103 Topics in Politics: Comparative Politics — The Middle East
Credit 3 units. BU: BA UColl: PSC, PSI

U25 PolSci 3111 The Trump Administration: An Examination of a New Paradigm for Presidential Leadership & Governance
This course will examine and assess the promise, progress, and performance of the Trump administration by addressing Trump as the president, the politician, and the person. We will examine Trump's historic upset victories in the Republican primary and the Presidency, including his populist-nationalist political philosophy and campaign strategy. We will study how Trump, the politician, has been able to successfully win the right, despite controversial positions. We will examine how he implements his brand of political-economic strategy and global world view across contemporary issues, including public activism and Black Lives Matter, immigration and civil liberties, fake news and media literacy, gender issues, the environment, and globalization. The syllabus schedule may change in response to political events.
Credit 3 units.

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

U25 PolSci 3191 Topics in American Politics
This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.
Credit 3 units. UColl: OLI, PSA, PST

U25 PolSci 321 Public Opinion and American Democracy
This course is about the salience of public opinion and its influence on American politics. Topics to be covered include many of the theories developed to explain how public opinion is formed, if and why it changes, and the relationship between public opinion and the political behavior of citizens and elites. Therefore, the course will describe and analyze many of the factors that influence the formation, structure, and variation in public opinion: information processing, education, core values, racial attitudes, political orientation (ideology and party identification), political elites, social groups, the media, and religion. Additional topics include presidential approval, congressional approval, and the relationship between public opinion and public policy. The course will also train students in several concepts of statistical analysis (assuming no prior knowledge) so that students can use these tools as part of their own research projects. Prerequisites: previous course work in American politics or communications.
Same as L32 Pol Sci 3211
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

U25 PolSci 323 Introduction to Quantitative Methods
This is an introduction to research methodology and quantitative analysis for social scientists. This class will introduce students to social scientific inquiry and basic statistical tools used to study politics. Students will learn to study politics with the help of measurement, descriptive analysis, correlation, graphical analysis, hypothesis testing, confidence intervals, analysis of variance, and regression analysis. The course will include classroom lectures and computer lab-time to enable students to work hands-on with datasets. Basic math skills (algebra) is recommended. Recommended for the Liberal Arts and Business (LAB) Certificate.
Credit 3 units.

U25 PolSci 3267 Research in the Contemporary Academic Library: Prison Education Project Research Partnership
This course has a dual role as an introduction to political science research approaches and methods and a practical training opportunity in library research. Students will have opportunities for direct application of their information and data literacy as research assistants working with faculty and incarcerated students in the Washington University Prison Education Project. The course is appropriate for political science and other social studies students as well as students participating in any scholarly community.
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 IQ: LCD, SSC Art: SSC BU: 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 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: OLI, 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 3322 Sustainability Policy
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 doctrine in each area of the law and also examine explanations for the legal change we observe.
Same as L32 Pol Sci 3325
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Art: SSC BU: BA EN: S

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 IQ: SSC Art: SSC BU: BA EN: S

U25 PolSci 3401 Topics in Politics
This course varies from semester to semester.
Credit 3 units.

U25 PolSci 341 American Electoral Politics
This course will track many elements of the presidential election process. In particular, we shall examine the reason and role of the primary and caucus process in choosing delegates to the national conventions; the role of campaign donations and political action committees; how and why various aspects of the media cover campaigns, the more powerful role of social media, why journalists choose certain narrative lines; how televised debates and polls sort out the leading contenders; how the base of both leading parties have considerable leverage in choosing their party's nominee, and how polls work and shape public perceptions.
Credit 3 units. UColl: PSA

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 IQ: SSC Art: SSC BU: BA, ETH EN: S

U25 PolSci 3521 The Politics of Privacy in the Digital Age
This course explores the changing nature of privacy in contemporary society.
Same as L32 Pol Sci 3462
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH UColl: PSA, PSC

U25 PolSci 364 The New Space Rush
This course will introduce students to new activities regarding outer space. New types of spaceships and space hotels are being designed. Vast quantities of natural resources such as gold, platinum, iridium, osmium, helium 3 and water were recently discovered in outer space. These new advances in space exploration, science, technology and architecture can be analyzed through the lens of political science. Across various disciplines, these accomplishments in physics, biology, chemistry, engineering, medicine and computer science, along with the likely economic implications, can be explained by political science concepts, theories and analytical tools. Students from many disciplines can learn more by understanding the big picture of patterned activities relevant to outer space. Newly emerging industries such as space tourism, space mining, commercial space settlements and outer space colonization will be discussed.
Credit 3 units. UColl: PSC, PSI

U25 PolSci 367 Ancient Political Thought
Same as U02 Classics 367
Credit 3 units.

U25 PolSci 370 Topics in Politics
The European Union is the most advanced experiment of regional integration and "supranational" governance beyond traditional nation-states and intergovernmental cooperation. This course is designed to explore the dynamics of this experience over the past 60 years within a historical and geographical context, considering political, economic, institutional and cultural factors. The course will not only cover the 28 member nations and interrelationships among them, but will also address topics related to the external relations of the EU.
Credit 3 units. UColl: OLI, PSC

U25 PolSci 374 American Foreign Policy
American foreign policy from the end of World War II to the present; the domestic constraints on America's ability to create a coherent, effective foreign policy.
Credit 3 units. UColl: PSI

U25 PolSci 375 Topics in International Politics: National Security in an Unstable World
The international strategic landscape of the 21st century is complex and contradictory. However, it is within this landscape that the U.S. national security establishment must develop effective policies and priorities to secure America's national interests. This course will survey key concepts, tools, and approaches to the study of world politics as they relate to our national security, and it will present a brief history of the evolution of the international system. Building on this foundation, the student will learn about the role and functioning of the major institutions of the U.S. national security system, including the Presidency, the National Security Council, the military establishment, and the intelligence community. The course will address such questions as the following: How do U.S. institutions interact to produce national security policy? How have they evolved? Do they function effectively in the 21st century? How does our national security system assess the international arena within which it must operate? Is there a grand national security policy evolving?
Credit 3 units. Art: SSC BU: IS

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: CD, PSC, PSI

U25 PolSci 382 Introduction to Public Policy
In this course students will learn the structures, processes, and actors comprising policymaking in the United States at the national and state level. Using various models of the policy process, students will gain understanding of policies in a variety of policy arenas. The core project of the course will help students develop their analytic and writing skills by applying the models learned in class to a specific policy debate within one of the areas discussed in the course.
Credit 3 units. UColl: OLI, PSA

U25 PolSci 389 Power, Justice, and the City
This course examines normative theoretical questions of power and justice through the lens of the contemporary city, with a particular focus on American urban life. It explores urban political economic problems, questions of racial hierarchy and racial injustice in the modern metropolis, and the normative and practical dilemmas posed by "privatism" in cities and their suburbs.
Same as L32 Pol Sci 389A
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

U25 PolSci 3911 History of Political Thought: Justice, Virtue, and the Soul
This course offers a critical introduction to the main issues and debates in western political theory, including but not limited to the topics of justice, legitimacy, equality, democracy, liberty, sovereignty, and the role of history in the political and social world. This course is designed to be the first in a three-semester sequence on the history of political thought, and students are encouraged, but not required, to take the courses in chronological sequence. The first semester begins with ancient Greek political thought, and follows its development up to the early 16th century.
Same as L32 Pol Sci 391
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ML

U25 PolSci 400 Independent Study
Must complete independent study forms with signatures from faculty, University College Coordinator and dean at University College.
Credit 3 units.

U25 PolSci 4013 Negotiating Major Legislation in Congress
This course examines the outcomes of the legislative process in the United States. The first third of the course will examine key concepts and major determinants of the negotiation process: majority rule instability, agenda control, political parties, the amendment process, and the uncovered set. The rest of the course will examine the negotiations that led to some of the most significant legislation in the past 100 years, from the Federal Reserve Act of 1913 through the Voting Rights Act of 1965 to the immigration bill of 2006. Along with other assignments, each student will write several drafts of a major research project on a major piece of legislation. Each research project will examine the amendments offered, the strategic intentions of the amendments' sponsors, the agenda process, and the role of party. Prerequisite: PolSci 101B.
Same as L32 Pol Sci 4013
Credit 3 units. A&S IQ: SSC, WI

U25 PolSci 4080 Voting Rights and Election Law
This course will study legal concepts of voting rights and election law that impact the ability of citizens participate in the democratic process. What is the nature of the right to vote? Who gets to participate and on what terms? This question has been an ongoing source of debate and controversy since the founding of our nation, and remains so today, as the vote is symbolic of voice, presence and power in a democracy. As debates of race, class, citizenship, power and the role of government play out in how we exercise our political voice, this course will look at the timely and dynamic debates on voting and the underlying legal, historic, policy and political movements surrounding them. Many find it hard to believe that there is no explicit "right to vote" in the U.S. Constitution - part of a compromise inextricably tied to the history of race in America. Yet there are more constitutional amendments governing the right to vote than any other, prohibiting the abridgment of voting 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. Today there are more laws conditioning access to the ballot than at any other time since the post-reconstruction era, and many states will be facing new rules heading into upcoming mid-term

elections and in anticipation of redistricting following the 2020 census. This course will examine the interplay of law and politics, history and political movements in the right to vote. The course will begin with a historical look at the development of voting rights from the founding of our country to the present. What factors have caused us to redefine who gets to participate in the electoral process and how? We will then apply these principles to current controversies in voting rights, through examination of current litigation and policy debates, and by assessing proposed solutions for voting rights going forward. The course involves study of fundamental court cases, interactive discussion of contemporary debates, and review of current litigation and legislative proposals. The course will be supplemented by occasional media and guest visits by election officials, lawyers, lawmakers, advocates or others.
Credit 3 units. UColl: PSA

U25 PolSci 4131 Directed Research in Political Science
Research activities or project in political science under the supervision of an instructor in the department.
Credit variable, maximum 3 units.

U25 PolSci 414 Directed Fieldwork
A fieldwork project carried out under the direction of the department. Must be taken pass/fail.
Credit variable, maximum 9 units.

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
Theory and practice of mercantilism, capitalism, and socialism. Historical and contemporary examples considered, with contemporary focus on Latin America, Eastern Europe, and Hong Kong. Primary emphasis on choices open to individuals; pecuniary and non-pecuniary prices paid to exercise those choices. Statistical evidence and case studies will be used. Course requirements include weekly written critique.
Prerequisite: U07 Econ 1011 or 1021.
Same as U07 Econ 427
Credit 3 units.

U25 PolSci 4552 Comparative Political Economy
This seminar will introduce the student to aspects of social choice theory, applied to themes to do with the economic origins of democracy, democratization and the stability of social orders. We shall read and discuss a number of recent books: Acemoglu and Robinson on *Economic Origins*; North, Weingast and Wallis on *Violence and Social Orders*; Przeworski on *Democracy and Development*; Ferguson on *Money*; Collier on *Wars, Guns, and Votes*. If time permits we also hope to discuss recent work by Stern on the *Economics of Climate Change*. Students will be expected to work on two short research papers, either empirically or theoretically based, and make a presentation of their work near the end of the semester.
Same as L32 Pol Sci 4552
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

U25 PolSci 482 Public Policy Internship
Internships in such places as legislators' offices, public interest groups, regional or community organizations, or private businesses with active public policy research interests. Prerequisites: 12 hours of political science course work; advanced standing; permission of University College, the instructor, and the department chair. Must be taken for letter grade. Must be taken concurrently with U25-414.
Credit variable, maximum 3 units.

U25 PolSci 483 Legal Internships
The legal internship program is designed to allow advanced undergraduates the opportunity to undertake an internship in one of a variety of public and private law offices. Must be taken for letter grade. Must be taken concurrently with U25-414.
Credit variable, maximum 3 units.

Psychological & Brain Sciences

As the science concerned with the study of behavior, Psychological & Brain Sciences includes such areas as learning and memory, motivation, sensory processes and perception, biological bases of behavior, social interactions, aging and development, personality, and clinical and abnormal psychology.

Undergraduate study in Psychological & Brain Sciences provides a sound basis for later professional graduate training at the master's or PhD level in Psychological & Brain Sciences. The psychological and brain sciences major may also provide important intellectual tools for those considering careers in management, law, education, social work, public relations and health-related professions. We also offer a psychological and brain sciences minor for students who are interested in psychological and brain sciences but are pursuing other subjects.

Contact:	Emily Cohen-Shikora, PhD
Phone:	314-935-7650
Email:	ecohensh@wustl.edu
Website:	http://ucollege.wustl.edu/programs/undergraduate/bachelors-psychology

Degree Requirements

Bachelor of Science in Psychological & Brain Sciences

All University College undergraduate students must satisfy the same general-education requirements (p. 79).

Students majoring in psychological and brain sciences in University College must complete a minimum of 33 units in psychology, including the following:

Introductory Psychology Courses

Code	Title	Units
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) psychological and brain sciences courses as indicated below:

- **Group A - Social/Personality** (at least one course):

Code	Title	Units
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):

Code	Title	Units
Psych 354	Abnormal Psychology: The Major Mental Disorders	3
Psych 3195	Abnormal Child Psychology	3
Psych 488	Addiction and Treatment	3

- **Group C - Biological/Neurological** (at least one course):

Code	Title	Units
U09 Psych 3604	Cognitive Neuroscience	3
Psych 3401	Biological Psychology	3

- **Group D - Behavior & Cognition** (at least one course):

Code	Title	Units
Psych 359	Cognitive Psychology	3
Psych 365	Learning and Memory	3

- **Group E - Lifespan Development** (at least one course):

Code	Title	Units
Psych 308	Social Gerontology	3
Psych 322	Developmental Psychology	3
Psych 325	Psychology of Adolescence	3
Psych 3261	Psychology of Aging	3

Additional Electives

To complete the psychological and brain sciences major, students must complete three additional electives in psychology at the 300-400 level. A maximum of 3 units of independent study may apply to the major.

Optional Concentrations in Psychological & Brain Sciences

University College students who major in psychological and brain sciences may select from three optional concentrations.

Lifespan Development — This concentration provides an understanding of the cognitive and physiological changes that occur over the lifespan, including childhood, adolescence and older adulthood. It provides a foundation for work in psychology, social work, education and other human services.

- **Required Courses** (3 units)

  Developmental Psychology (Psych 322)

- **Elective Courses** (6 units) — Choose two of the following (others with authorization):

  Psychology of Adolescence (Psych 325)

  Psychology of Aging (Psych 3261)

  Social Gerontology (Psych 308)

Counseling Foundations — This concentration involves the application of psychology in the clinical field. It provides a foundation for careers in clinical psychology, social work, counseling and 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)

Policies for Optional Concentrations

1. Each optional concentration requires 9 units of course work.
2. A student may pursue only one optional concentration.
3. Courses applied to an optional concentration may not be used to fulfill any other requirement for the major.
4. If two courses completed for an optional concentration fall within the same distribution, then that distribution is satisfied.
5. These optional concentrations are available only to University College students admitted to a Bachelor of Science degree with a major in psychological and brain sciences.

The Minor in Psychological & Brain Sciences

The requirements for the minor are a minimum of 15 units in psychology, with at least 9 units in upper-level (300-400) courses; there are no specific course requirements other than Introduction to Psychology (Psych 100). Students interested in a general background might take courses in several areas, including social, sensation and perception, physiological and personality. 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 and perspectives on counseling.

Courses

Visit online course listings 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. UColl: OLI

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.
Credit 3 units.

U09 Psych 230 Human Growth and Development
This course provides an overview of emotional, psychological, physical, and social development through the life span. We will emphasize the developmental tasks, characteristics, and typical behaviors of each developmental era (infancy, childhood, adolescence, adulthood, later life). We will study major developmental theorists including Freud, Erickson, Piaget, Millet, Gilligan, and Kohlberg. Prerequisite: U09-100. Open only to University College students.
Credit 3 units.

U09 Psych 235 Life Stories: Personal Approaches to Adult Development, Learning, and Life Planning
This course examines adult development and adult learning as points of reference for analyzing the major decisions, changes, and opportunities that influence our own lives — at work, at school, at home, and in the larger community. We will also examine the sustaining role of liberal education in our personal and professional growth. We will read a combination of personal memoir, autobiography, and other nonfiction to illustrate how other people have responded to life's challenges and transitions, and to help us construct our own life stories, educational and professional plans. Selected readings from psychology, education, literature, anthropology, sociology, leadership and career development, include *Composing a Life*, *Tuesdays with Morrie*, *Habits of the Heart*, *The Leadership Challenge*, *Journey in the Middle of the Road*, and *A River Runs Through It*. Cannot count toward requirements for the psychological and brain sciences major or minor for day students. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 240 Internship in Psychology
Participation under supervision in an applied, non-academic community agency for course credit. Prerequisites, procedures for enrollment, and course requirements are described in an Internship Guide available in the University College office. Approval of the petition to enroll required prior to enrollment. Open only to University College psychology majors.
Credit 3 units.

U09 Psych 2501 Introduction to Animal Behavior
The basics of animal behavior, both instinctive and learned. Covers interactive behavior including communication, dominance, and predator-prey, with particular attention to complex interactive behaviors such as mating, parenting, and socializing.
Same as U29 Bio 250
Credit 3 units.

U09 Psych 300 Introductory Psychological Statistics
Descriptive statistics including correlation and regression. Inferential statistics including nonparametric and parametric tests of significance through two-way analysis of variance. Course emphasizes underlying logic and is not primarily mathematical, although knowledge of elementary algebra is essential.
Credit 3 units.

U09 Psych 3015 Research Methods
This course provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Not open to day students. Prerequisites: U09-100, U09-300.
Credit 3 units.

U09 Psych 308 Social Gerontology
This course provides an introduction to aging and growing old, from an interdisciplinary perspective. Specific attention is paid to demographics, physical health and illness, mental health, interpersonal relations, work issues, living arrangements, ethics, and death and dying. Prerequisite: U09 Psych 100. This course satisfies the Lifespan Development (Area E) requirement for the University College Bachelor of Science in Psychological and Brain Sciences degree.
Credit 3 units.

U09 Psych 309 Evolutionary Psychology
This course will explore the extent to which an understanding of biological evolution is relevant to an understanding of human psychology. Fundamental evolutionary principles will be introduced and their application to psychological theory and research carefully evaluated. Individual topics include romantic relationships, family dynamics, cooperation, clinical pathology, judgment and decision-making, religious belief, and more. Prerequisite: U09-100.
Credit 3 units. UColl: OLI

U09 Psych 311 History and Modern Systems of Psychology
An introduction to the history of psychology. This course begins with a brief consideration of forces leading to development of psychology in the mid-1800s. It then examines the birth of modern psychology in Germany, and the schools of psychology that emerged early in the 20th century. Newer orientations and ideas are considered in the final segment of the course. We also

consider the impact of psychology on American public life during the 20th century. Prerequisite: U09 100.
Credit 3 units.

U09 Psych 314 Industrial and Organizational Psychology
Interactions of individuals and organizations in measures of human performance, motivation, leadership, job satisfaction, training, ability testing, and stress. Skill-building in the techniques of psychology that are applied to the solution of business and industrial problems. Prerequisites: U09-214 and 300, or permission of instructor.
Credit 3 units.

U09 Psych 315 Introduction to Social Psychology
Interaction of biological, cultural, situational, and technological factors on who we are and how we interact with others: person perception, motivation, attitudes, and communication.
Credit 3 units. UColl: OLI

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. Arch: SSC Art: SSC BU: BA EN: S

U09 Psych 3200 Child Health Psychology
This course examines the field of child health psychology, which focuses on the impact of health and illness on the physical and psychological development of children and adolescents. We will explore the relations among psychological and physical health and the welfare of children within a developmental perspective, considered within the contexts of families, health care systems, schools, peers, and community. Topics such as chronic illness (e.g., cystic fibrosis, sickle cell disease, organ transplant, asthma), adherence to medically prescribed regimens, and neuropsychological aspects of chronic illness will be addressed. Previous course work in Developmental Psychology (e.g., U09 230, U09 322) would be helpful but not required.
Credit 3 units.

U09 Psych 322 Developmental Psychology
In this course we will study behavior in children including developmental methodology, prenatal development, memory, cognition, attention, perception, language, sex roles, morality, emotions, aggression, and intelligence testing. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 325 Psychology of Adolescence
Psychology of the period from puberty to adulthood; the major developmental tasks such as identity formation and the influence of differential parental style upon the development of adolescents. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 3251 Juvenile Delinquency
This course explores the nature of juvenile delinquency, including its root causes and influences, as well as the various strategies currently being employed to reduce and prevent delinquent behavior. The course discusses how delinquency begins, persists, and is overcome. Delinquency will be looked at from both a sociological and developmental-psychological perspective. We will discuss the criminal justice response to delinquency and evaluate programs and models that have met with varying degrees of success, as well as those that have had the opposite effect on reducing delinquent behavior.
Credit 3 units. UColl: OLI

U09 Psych 3261 Psychology of Aging
Study of the processes of aging in the individual in terms of their behavioral effects. Age changes in biological functions, sensation, perception, intelligence, learning, memory, and creativity studied to understand the capacities and potential of the mature and older person.
Credit 3 units. UColl: OLI

U09 Psych 330 Perspectives on Counseling
This is an experiential course teaching skills in the counseling process. We will examine awareness and listening, attending and reflecting, questioning and summarizing, empathy, concreteness, problem definition, probing, and detailing. Role-playing and group work supplement didactic material. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 3401 Biological Psychology
An introduction to biological mechanisms underlying behavior. Topics will include the physiology of nerve cells, anatomy of the nervous system, control of sensory and motor activity, arousal and sleep, motivation and higher mental processes. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 353 Psychology of Personality
This course covers basic theories of personality and complex human behavior. We study related techniques, procedures, and findings of personality assessment and personality research, and examine critical issues in the evaluation of personality theories.
Credit 3 units. UColl: OLI

U09 Psych 354 Abnormal Psychology: The Major Mental Disorders
Deviant and maladjusted behavior, including neuroses and psychoses. Biological, social, and individual determinants of maladjustment; cultural perspectives on mental health and illness; diagnosis, etiology, and treatment.
Credit 3 units. UColl: OLH

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 3604 Cognitive Neuroscience
This course provides a general introduction to the underlying principles and mechanisms of brain function that give rise to complex human cognitive behavior. Emphasis will be placed on how emerging methods and approaches from both neuroscience and cognitive psychology have been integrated to yield new insights into the organization and structure of higher mental processes. Topics include perception, attention, memory, language, and executive control. Prerequisite: Psych 100B. Same as L33 Psych 3604
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM BU: SCI

U09 Psych 365 Learning and Memory
In this course we focus on the major theories of human learning and memory. We review several behavioral-associationist theories, including classical conditioning and behavior modification. The course emphasis is on cognitive-organizational theories, human information processing, current perspectives on knowledge representation, and their implication for understanding and recall.
Credit 3 units. UColl: OLI

U09 Psych 371 Investigative Psychology
This course will expose students to a variety of methods and techniques for identifying and apprehending an unknown criminal suspect. Investigative techniques including effective information collection, detecting deception, and the development of decision support systems will be discussed. Empirically tested models such as multidimensional scaling and social network analysis will be covered, with attention given to the psychological processes underlying these decision support tools.
Credit 3 units. UColl: OLI

U09 Psych 373 Psychology in the Courtroom
This course studies ways in which principles of psychology are used in the courtroom, looking at how the principles influence and are used by lawyers, judges, witnesses, defendants, and jurors. We will consider issues of persuasion and prejudice in influencing jurors' decisions, and the role and tactics of expert witnesses and jury consultants, including the ethical guidelines under which they operate. Finally, the course will discuss the danger of violent behavior inside the courtroom, and how this behavior can be anticipated and prepared for through the development of security profiles.
Credit 3 units. UColl: OLI

U09 Psych 374 Psychology of Policing
This course will expose students to the discipline of police psychology, which is broadly defined as the application of psychological principles and methods to law enforcement. Subjects addressed will include the screening and hiring of police officers; conducting screening for special squads (e.g., SWAT); fitness-for-duty evaluations; training and consultation; and stress counseling, among others. The course examines the evolution of police psychology and early influences on the profession such as the experimental investigation of psychological testing on police attitude and performance. Influential figures in the field of police psychology are discussed, including the work of Dr. Martin Reiser of the Los Angeles Police Department, the nation's first full-time police psychologist. This course is fully online. Only University College students receive credit for online courses.
Credit 3 units. UColl: OLI

U09 Psych 376 Introduction to Criminology
A general introduction to the study of crime from an interdisciplinary perspective. Classical and contemporary sociological theories to explain and predict criminal behavior will be studied, as well as psychological theories from the psychoanalytic, behavioral, and cognitive traditions that attempt to account for criminality and the psychosocial development of a criminal personality type. Other topics include the measurement and extent of crime, the role of age, race, gender, social class in the causation of and reaction to crime, and the criminal justice response to crime, as well as recent trends in policing, corrections, and community-based interventions.
Credit 3 units. UColl: OLI

U09 Psych 377 Introduction to Forensic Psychology
Forensic psychology is the application of scientific psychological knowledge to matters that come before the judge or jury. This course will focus on criminal cases such as homicide and sex offender commitment and on personal injury cases. Topics will include consultation with attorneys, psychological tests used and recommended by forensic psychologists, and sex offender risk assessment. Other topics will include keys to being a dangerous expert on the witness stand. Numerous actual case studies will be presented.
Credit 3 units. UColl: OLI

U09 Psych 378 Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder
This course explores the nature and psychology of the major types of crises criminal justice professionals confront on a daily basis, including domestic violence, terrorism, riots and post-disaster panic, cults, threatened suicide, and active shooters, among others. Students will explore these topics against the backdrop of actual case examples like Hurricane Katrina, the attacks of 9/11, the shooting at Columbine High School, and the Branch Davidian standoff at Waco. Major theories and typology schemes that attempt to account for these behaviors will be explored, as well as the emotional impact of crisis response on police, correctional officers, and other first responders. The course may be used as an elective in the University College psychology major, but will not apply to the distribution areas in the major. This course is fully online. Only University College students can receive credit for fully online courses. Instructor will email registered students with instructions.
Credit 3 units.

U09 Psych 379 Correctional Psychology
This course will introduce students to the correctional environment, and the many psychological considerations involved in the detention, rehabilitation, and reintegration of prison inmates. We will focus heavily on the psychological impact of incarceration, as well the various treatment issues related to inmate rehabilitation. Topics include the dynamics of power and oppression, gang affiliation, inmate management and control, and the problems of sexual assault and suicide among the inmate population. We also will discuss various legal decisions affecting the correctional environment, especially in

relation to mental health treatment. Recommended: Abnormal Psychology.
Credit 3 units. UColl: OLI

U09 Psych 380 Psychology and Religion
This course offers an examination of the empirical literature on the psychological study of religion. Students will explore whether psychology can offer a scientifically valid examination of religion. We will use psycho-physiology research to examine religious and mystical experiences that are induced by methods ranging from breath control to meditation to use of hallucinogenic drugs. We will then look at social psychology research to investigate the relationship between religion and a host of issues such as fundamentalism, altruism, social and emotional adjustment, physical health, and satisfaction in life. Prerequisite: Introduction to Psychology. Note: Accelerated (ACTRAC) option: University College students have the option of taking this class for 4 units.
Credit 3 units.

U09 Psych 381 Cross-Cultural Psychology
An overview of social, developmental, and organizational forces from a cross-cultural perspective, with a focus on culture as a variable and its relationship to attitudes and behavior. A review of historical biases in the discipline of psychology will precede the study of research methodologies best suited to cross-cultural work. Also emphasized is the manner in which social and cultural forces shape the human experience. Prerequisite: Psych 100.
Credit 3 units. UColl: CD

U09 Psych 382 Moral Psychology
This course presents an overview of scientific approaches to moral psychology. The issues to be studied include how morality evolved, whether nonhuman animals or human infants have morality, how morality developed through the lifespan and across cultures, the roles of psychological mechanisms in morality, how morality is affected by psychological disorders, and altruism.
Credit 3 units.

U09 Psych 383 Correctional Theory & Practice
In this course we will explore every aspect of correctional theory and practice in America. We will look at the structure of the correctional system, both jails and prisons, the demographics of the inmate population, and the experience of those working in a correctional setting, especially correctional officers. We will look at inmate psychology, and the personality changes (prisonization) that often take place in an inmate during their period of incarceration. We will look at the special problems that must be addressed by correctional systems relating to juvenile, female, mentally ill, and aged inmates. Finally, we will discuss the death penalty and the ongoing debate in America about this type of punishment.
Credit 3 units. UColl: OLI

U09 Psych 389 Psychology of Consumer Behavior
Examination of consumer preferences and purchasing decisions in relation to psychological needs, sociological and multicultural influences, economic considerations, and advertising impact. The roles of attention, perception, emotion, learning, and cognition in attitude formation, change, and ultimately in consumer choices. The marketing concepts of segmentation, product positioning, brand image, and brand loyalty are examined, as well as ethical considerations pertaining to product quality and safety, and to the advertising message. An overview of consumer research methodology, including questionnaire design, sampling and surveys, focus groups, observations, recall and recognition techniques, and physiological measures. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 400 Independent Study
Reading or research in a special area of psychology. Approval of a specific plan of reading or research by the supervising faculty member and the departmental coordinator is required prior to registration. Prerequisites: 15 hours of psychology course work, advanced standing, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors with a minimum GPA of 3.00.
Credit variable, maximum 3 units.

U09 Psych 404 Psychological Tests and Measurements
This course is an introduction to psychological tests and measurements. We will cover basic principles of test construction, including reliability, validity, item analysis, and development of normative data. We will examine major types of tests (e.g., intelligence, personality, interests, and attitudes), as well as their application to career counseling, clinical diagnosis, employee selection, performance appraisal, and organizational assessment. Prerequisite: one course in statistics.
Credit 3 units. UColl: OLI

U09 Psych 406 Verbal Behavior
This course will offer a comprehensive study of language from a behavioral perspective. Structural differences between types of verbal behavior will be examined as will empirical literature demonstrating verbal behavior interventions for individuals with deficits 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 414 Current Issues in Human Resources Management
This course looks at current challenges and problems of managing people at work to meet individual, organizational, and societal needs. Prerequisites: U09-214 and 314.
Credit 3 units. UColl: OLI

U09 Psych 444 Applied Behavior Analysis I
This course focuses on behavioral principles and procedures as related to the acquisition of new behavior and the modification of existing behavior. Topics to be covered include: reinforcement,

punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement. Although the focus is on basic principles derived from laboratory research, applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors are discussed. Philosophical and historical antecedents of behaviorism also are explored. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc.™ has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination.
Credit 3 units.

U09 Psych 445 Applied Behavior Analysis II: Procedures for Behavior Change

This course focuses on the complex behavioral principles and on issues surrounding their application in the analysis and modification of behavior. In addition, students learn to identify behavior and environment relations that constitute behavioral deficits or excesses. Behavioral change procedures to be explored include: functional analysis, reinforcement, shaping, chaining, discrete trials, contingency contracting, reinforcement, and maintenance of behavior change. Ethical considerations are also addressed. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc.™ has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination. Prerequisite: U09-444.
Credit 3 units.

U09 Psych 446 Applied Behavior Analysis: Research Methods and Evaluation

This course focuses on research design and methodology in behavior analytic research, with a focus on single-subject experimental designs. Various behavior-assessment and behavior-intervention evaluation strategies will be examined. In addition, the course explores techniques for direct observation, and measurement of behavior, as well as methods of summarizing data, data analyses, and the ethics of research. Prerequisite: ABA I: Basic Principles of Behavior.
Credit 3 units.

U09 Psych 449 Applied Behavior Analysis Practicum

This practicum provides experience in applied behavior analysis and is designed for individuals who intend to pursue certification through the Behavior Analysis Certification Board (BCBA) examination at the Associate level (Board Certified Associate Behavior Analyst: BCABA). Students will work in community-based agencies and be supervised by the community agency and the Practicum faculty. Prerequisites: Admission to the Washington University Applied Behavior Analysis Certificate Program, and ABA I: Basic Principles of Behavior and ABA II: Procedures for Behavior Change and permission of instructor.
Credit 2 units.

U09 Psych 460 Behavioral Medicine

The role of behavior in the prevention and treatment of significant medical problems will be studied. The history of the field of behavioral medicine will be reviewed, with applications to medical problems and its complementary role in preventative medicine in the context of a number of medical disorders and risky behaviors, including obesity, chronic pain, cancer, and smoking. Effective stress management practices to help ameliorate common results of stress such as tension headache and high blood pressure also will be studied. Prerequisite: Psych 100.
Credit 3 units.

U09 Psych 468 Applied Psychology of Learning: Training in Industry

Overview of the foundations of industrial training and the "tools of the trade." Review of learning and memory and recent findings on cognition. Study of methods and techniques used for analysis, design, development, and evaluation of training. Impact of recent advances in computing and instructional technologies. Prerequisites: U09-100 required and U09-214 or U09-314 recommended. Same as U87-468.
Credit 3 units.

U09 Psych 476 I/O Psychology from a Behaviorist Perspective

The material in this course is intended to provide an initial overview of the field of organizational behavior management (OBM). OBM involves the application of principles of behavior in order to improve individual or group performance within an organizational setting such as a business or human service setting. Some of the pioneers in the field will be reviewed along with applications to different types of issues that both large and small organizations face on a daily basis. The role of OBM in the prevention of significant organizational problems, its role in building better management practices as well as service delivery issues will be presented.
Credit 3 units.

U09 Psych 480 Introduction to Group Dynamics

Various aspects of group process including group decision making and problem solving, group influence processes, communication, power, and leadership. Small group behavior and its application to organizations. Prerequisites: U09 214 or 315 or permission of the instructor.
Credit 3 units.

U09 Psych 488 Addiction and Treatment

This course examines the motivation and behavior patterns of the drug/alcohol user. This examination takes place in the wider context of deviance. A portion of the course is devoted to a survey and evaluation of the services and programs available to the drug/alcohol user from the point of view of the user, the user's family, and society. Topics include: the history of psychotropic substances and their purpose and use in human society to the present; the history and philosophy of counseling interventions for psychotropic substance abuse and dependence; the ethnic, environmental, and socioeconomic factors affecting which substances are used, receptivity to treatment, and attitudes toward intervention; various treatment modalities such as 12-step groups, therapy groups, and in-patient treatment for both self-referred and court ordered clients. Prerequisite: U09-100.
Credit 3 units.

U09 Psych 4891 Study for Honors in Psychology

Part 2 of Honors Thesis work in Psychology for students admitted to the Honors Program. Requires signed proposal and permission from psychology coordinator and dean in University College.
Credit 3 units.

U09 Psych 492 Research in Psychology
The planning, execution, and written reporting of an original empirical research work within the area of psychology. Approval of the project or experiment by a supervising faculty member and the departmental coordinator required prior to registration. Prerequisites: advanced standing, 12 hours of psychology course work including U09-300 and 301, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). Petition must include the formal written research proposal. A student may enroll in this course only once.
Credit 3 units.

U09 Psych 494 Behavioral Psychology Readings Group
This weekly journal-style readings class provides the opportunity to read and discuss seminal as well as current papers on the conceptual aspects of behavioral psychology and relevant research. Points of contact among behaviorism, cognitivism, and neuroscience and the natural lines of fracture will be examined. Prerequisites: Psych 100B and one of the following: Psych 361, Psych 360, or a Philosophy course.
Same as L33 Psych 494
Credit 1 unit. A&S IQ: SSC EN: S

U09 Psych 495 Directed Readings in Psychology
Prescribed readings in a special area of psychology. Approval of a specific reading list by the supervising faculty member and the departmental coordinator is required prior to registration. Prerequisite: 12 hours of psychology course work, advanced standing, permission of the instructor, and permission of the departmental coordinator. Open only to University College psychology majors. Petition forms for enrollment are available online (http://ucollege.wustl.edu/forms). A student may enroll in this course only once.
Credit 3 units.

Sustainability

Sustainability seeks a way for human and natural systems to work together so that all species can survive and thrive over the long term, both locally and globally. The **Bachelor of Science in Sustainability** provides the broad fundamental knowledge, skills and competencies needed to drive sustainable outcomes that address today's urgent environmental, economic and social challenges. This degree can be applied across a wide range of fields, from management, design and planning to environmental services in business, nonprofit and public institutions.

Required core courses provide a foundation in sustainability principles and strategies, applications in practice, environmental science, environmental law and policy, sustainability businesses, and systems thinking, culminating in an independent capstone project. Electives are drawn from a range of courses in Arts & Sciences that reflect the breadth of sustainability applications. Faculty are educators and practitioners with deep knowledge of and experience in the application of sustainability. The program addresses the collaborative and integrative nature of sustainability with an emphasis on applied learning, which takes these lessons from the classroom into the St. Louis community.

Students each this degree by completing 18 units of core requirements and 18 additional units. Students may choose from three concentrations or select electives tailored to their interests. The concentration options are as follows:

- **Sustainable Environment and Science,** with a focus on the environmental aspects of sustainability
- **Sustainable Management and Organizations,** with a focus on understanding and applying sustainability in corporate and institutional management
- **Urban Sustainability,** with a focus on urban-scale sustainability policies and programs

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Degree Requirements

Bachelor of Science in Sustainability

Required Core Courses: 18 units

All University College undergraduate students must satisfy the same general-education requirements (p. 79). Requirements specific to the BS in Sustainability include the following:

Code	Title	Units
SUST 205	Foundations and Practice of Sustainability	3
SUST 328	Environmental Law: Applications Toward Sustainability	3
SUST 368	Sustainability as Transformative Agent in Business and Public Policy	3
SUST 450	Sustainability Capstone	3
Bio 413	Environmental Science: Regional and Global Perspectives	3
Bus 364	Strategic Planning	3
Total Units		18

Sustainable Environment and Science Concentration

Required Courses: 18 units

A concentration in sustainable environment and science is a good foundation for careers in environmental fields, such as environmental manager, landscape manager or waste manager.

It is also useful for those wanting to pursue an advanced degree in a related field of interest.

Students will select among electives based on approved available course offerings in consultation with their adviser. Examples of elective options include the following:

Code	Title	Units
SUST 337	Sustainable Food Systems Thinking	3
Anthro 3795	Anthropology and Climate Change: Past, Present, and Future	3
Bio 419	Ecology	4
Bio 4631	Urban Agriculture and Sustainable Food Systems	3
GIS 200	Introduction to GIS	3
or GIS 303	Digital Cartography	
PolSci 3312	Environmental and Energy Issues	3

Sustainable Management and Organizations Concentration

Required Courses: 18 units

A concentration in sustainable management and organizations is a good foundation for careers in the business or institutional applications of sustainability, such as sustainable project manager, facilities manager or materials manager. It is also useful for those wanting to pursue an advanced degree in a related field of interest.

Students will select among electives based on approved available course offerings in consultation with their adviser. Examples of elective options include the following:

Code	Title	Units
SUST 337	Sustainable Food Systems Thinking	3
Bus 224	Introduction to Project Management	3
Bus 290	Design Thinking: Human-Centered Approaches to Making the World	3
Bus 303	Introduction to Supply Chain Management	3
Bus 339	Principles of Management	3
Econ 355	Environmental Economics	3

Urban Sustainability Concentration

Required Courses: 18 units

A concentration in urban sustainability is a good foundation for careers in urban-scale public policy and programs, such as community manager, planning consultant or nonprofit manager. It is also useful for those wanting to pursue an advanced degree in a related field of interest.

Students will select among electives based on approved available course offerings in consultation with their adviser. Examples of elective options include the following:

Code	Title	Units
SUST 317	Urban Ecology: Principles and Practice	3
SUST 319	Planning Sustainable & Racially Equitable Urban Communities	3
SUST 325	Introduction to Resilience	3
SUST 337	Sustainable Food Systems Thinking	3
GIS 200	Introduction to GIS	3
or GIS 303	Digital Cartography	

Degree in Sustainability (No Concentration)

Required Courses: 18 units

Students will select among sustainability electives, including all courses offered in the concentrations.

Additional Information

Undergraduate and graduate degree and certificate programs offered through University College are not offered by the Olin Business School at Washington University and do not come under the accreditation responsibility of the Association to Advance Collegiate Schools of Business (AACSB). No more than 25 percent of course work applied to a Bachelor of Science in University College may be in business disciplines.

Courses

Visit online course listings to view semester offerings for U19 SUST (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U19&crslvl=1:4).

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 200 Introduction to GIS
This course introduces students to the fundamental principles and applications of geographic information systems (GIS), their underlying geospatial science and spatial thinking. This problem-based course explores applications of GIS to spatial questions in the areas of social science, business, the humanities and earth sciences. Example topics include understanding spatial data types; map coordinate systems and projections; basic spatial data analysis; acquiring, editing, creating and managing geospatial data; and processing and visualizing data using GIS. This hands-on course works through problems using (mainly) ESRI ArcGIS software (including ArcMap and ArcCatalog), but other open source tools will also be introduced. Students

who complete this course should be able to apply skills to think through a spatial problem and employ GIS tools to address it.
Same as U90 GIS 200
Credit 3 units.

U19 SUST 205 Foundations and Practice of Sustainability
This interdisciplinary course serves as an introduction to sustainability concepts, sustainability practice, and systems thinking. Students in this course will develop and articulate a common understanding of foundational sustainability concepts, including definitions, global challenges, human impacts, and approaches to sustainability solutions. Students will also start to understand and develop the competencies (knowledge, skills, attitudes) needed for success as a sustainability advocate or practitioner in professional settings, including systems thinking, strategic planning, group collaboration, and communicating the case for sustainability to various and specific audiences.
Credit 3 units.

U19 SUST 209 Introduction to Environmental Studies
This course examines the physical, chemical, and biological components of the environment. We will focus on the ecological principles that are the basis of environmental science. We will then explore how environmental studies incorporate concepts from politics, social sciences, economics, ethics, and philosophy. A central theme of the course is the effect of human societies on the environment, and how individual human and societal behavior can be modified to minimize the deleterious effects on the environment. This course is fully online. Students enrolled in day classes at Washington University should review the policies of their home division on credit earned for online courses.
Same as U29 Bio 209
Credit 3 units. UColl: OLI

U19 SUST 2352 Introduction to Environmental Ethics
A general survey of current issues in environmental ethics, focusing on problems such as the obligation to future generations, protection of endangered species, animal rights, problems of energy and pollution, wilderness, global justice, and business obligations. Students will also learn some ethical and political theory.
Same as L30 Phil 235F
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

U19 SUST 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 3030 Introduction to Human Ecology
Human ecology investigates the complex relationships between humans and their environment. The discipline is typically divided into two primary fields of research: cultural ecology (the study of cultural solutions to environmental challenges) and human biological ecology (the study of physical changes that occur in response to environmental stressors). This course examines both biological and cultural human adaptation to Earth's major ecosystems and surveys human subsistence strategies within these environments. Students will investigate the consequences of population growth, modernization, nutritional disparities, medical ethics, and environmental stewardship in a globalized world. The final section of the course will focus on world globalization, modernization, inequality, and health.
Same as U69 Anthro 3030
Credit 3 units. UColl: ML

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 play in the urban core. How can people and nature co-exist in ways that are mutually beneficial? In this intensive course, students will examine multiple techniques and applications of urban ecology. Class time will be used to review and discuss urban ecology principles from the readings and visuals. Local excursions — such as to Forest Park, Citygarden and Cortex — will present opportunities to personally experience urban ecology practices. Students will be expected to make their own field trip arrangements, but assistance will be provided with public transportation options. As their final course project, students will develop an urban ecology project proposal and design. The course is designed as an urban ecology overview and foundation — (1) What urban ecology is: underpinning and forerunners in the field, (2) Why urban ecology is important: potential benefits (social, economic, environmental), (3) How urban ecology is being applied: implementation techniques and approaches.
Credit 3 units.

U19 SUST 319 Planning Sustainable & Racially Equitable Urban Communities
This course explores principles, ethics and practice for planning sustainable and equitable urban communities. Learning how to manage resources for both current and future generations, students will gain greater understanding of the importance of integrating environmental, economic, social and institutional

efficiency. With a focus on communities in the St. Louis region, students in this course will focus on equity and community capitalism aimed at ensuring that fairness and well-being are inclusive for all people in providing for health, safety and the built environment. You will learn to integrate and utilize a racial equity lens, trauma-informed approaches, cultural competence and Anti-Bias/Anti-Racism practices to help lead to better decision-making and creating solutions aimed at reducing adverse impacts on the environment, preventing gentrification, improving the welfare of people, and shaping urban areas and neighborhoods into healthier, robust and more equitable communities. This course will prepare the student to be a leader-advocate for sustainable urban planning and community development, whether as an elected or public official, a professional staff person, or a citizen volunteer.
Credit 3 units. UColl: ML

U19 SUST 325 Introduction to Resilience
Resilience signifies the capacity to adapt to changing conditions and to maintain or regain functionality and vitality in the face of disturbances whether natural (such as tornadoes, hurricanes, earthquakes) or man-made (such as civil unrest, economic downturn, aging infrastructure). This course will explore multiple aspects of resilience from social, environmental and infrastructure perspectives. Social resilience reinforces the role of communities in building resilience, environmental resilience examines the role of natural systems to serve as mentors for resilience, and infrastructure resilience looks at the role of built structures and systems in fostering resilience. We will examine common attributes that build resilience across different perspectives (social, environmental, infrastructure) and settings (e.g., city, neighborhood, building). Resilience and related course themes apply to a wide range of disciplines and experiences — environmental studies, history, urban planning, business, political science, design, to name a few — and students will be guided to apply course skills and strategies to their own interests and goals.
Credit 3 units.

U19 SUST 328 Environmental Law: Applications Toward Sustainability
This course provides an overview of significant environmental legal and policy issues. It will be taught from a sustainability practitioner's perspective, linking environmental law to sustainability applications. The content touches on both environmental hazards and natural resource issues, and they will be discussed within the scope of both a legal and sustainability framework. The goal of the course is to provide the students with a general understanding of numerous environmental issues — such as they might encounter in the field of sustainability — and to help them develop the knowledge and tools that will be useful in addressing those environmental issues.
Credit 3 units. UColl: OLI

U19 SUST 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: OLI, PSA

U19 SUST 332 Conservation Biology and Biodiversity
This overview of the fields of conservation biology and biodiversity covers topics such as species preservation, habitat restoration, refuge design and management, and human population growth. Does not count for day, undergraduate biology majors. This is a fully online course. Only University College students receive credit for fully online courses.
Same as U29 Bio 432
Credit 3 units. UColl: OLI

U19 SUST 3322 Sustainability Policy
Same as U25 PolSci 3322
Credit 3 units.

U19 SUST 337 Sustainable Food Systems Thinking
Planning a more sustainable future and an equitable and healthy present requires us to critically examine the current food system and to understand the key challenges it faces in a world of rapid urbanization, population growth, and climate change. What does the future of food look like? How are food visionaries working to create those futures now? In this course, students will learn to articulate the multiple facets of the food system and how they intersect with frameworks of sustainability, history, health and nutrition, policy, technology, culture, food activism, and biodiversity. We examine our own personal food behaviors to illuminate challenges at the individual level so that we can begin to scale up solutions. We will study the approach of change makers in this field and look at ways to integrate food systems thinking into multiple aspects of both personal life and professional practice. This course fulfills the Social Science General Education requirement for University College undergraduate students.
Credit 3 units. UColl: SSC

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 3463 Global Health Issues
This course is designed to inform and challenge participants to observe and solve problems relating to world health issues while teaching basic biology concepts. Participants will investigate barriers to solving problems of Nutrition, Infectious disease and Environmental factors that prevent progress of global

communities. They will also research new technologies being developed that could potentially provide solutions as well as create an ideal lesson using global health issues the focus. Open to Post-Bacc Students. Prerequisite: General Biology I or permission from the instructor. This course is fully online. Students enrolled in day classes at Washington University should review the policies of their home division on credit earned for online courses.
Same as U29 Bio 463
Credit 3 units. UColl: OLI

U19 SUST 355 Environmental Economics
Environmental economics is a subfield of economics concerned with environmental issues, both theoretical as well as applied and public-policy oriented. Central to environmental economics is the concept of market failure, particularly the existence of externalities. Correcting for externalities and crafting acceptable public policy responses will be a central focus of this course. Topics explored will include: consumer theory and valuation; pollution and production theory; environmental protection and welfare; the Coase Theorem; resource management; and economic growth and environmental sustainability. Prerequisite: Econ 1011.
Same as U07 Econ 355
Credit 3 units.

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. UColl: OLI

U19 SUST 3641 Strategic Planning
If you are a new business owner, experienced manager, executive, entrepreneur or nonprofit director wanting to utilize the newest, easy to use and implement, most practical approaches to strategic planning within your organization, these are the tools to begin your journey. Leading-edge strategic planning tools and templates can help your successfully focus your new or existing business or nonprofit on tackling the tough issues of today and the future. The course will emphasize how to create, implement and manage successful change within your organization. Using case studies, industry leaders, text and discussion, we will examine and use fundamental principles and tools that relate to successful strategic planning and decision making. Students will develop written and oral presentation skills in the context of strategic planning; understand how to motivate the organization and, as a capstone project, design and receive feedback on a draft strategic plan for their business, function or board.
Same as U44 Bus 364
Credit 3 units.

U19 SUST 368 Sustainability as Transformative Agent in Business and Public Policy
This course examines how sustainability drives and is driven by public policy and business. Participants will acquire skills and techniques to apply sustainability in the marketplace, concentrating on public and business organizations. We will explore how profit drives sustainability as a business practice and whether it assists or interferes with public policy objectives around environment, public health, jobs, social mobility, and economic development. As a culminating project, students will develop a sustainability proposal either for government or the private sector.
Credit 3 units.

U19 SUST 3795 Anthropology and Climate Change: Past, Present and Future
This course provides an overview for interplay between humanity and global climate change that encompasses three-field anthropological subjects. Course material includes the role of climate change in shaping human evolution, human solutions to climatic challenges through time, the impact of human activities on the climate, and modern sociocultural examinations of how climate change is affecting the lives of people around the world.
Same as U69 Anthro 3795
Credit 3 units. UColl: OLI

U19 SUST 381 Evolutionary Medicine
Evolutionary Medicine examines how human evolution relates to a broad range of contemporary health problems including infectious, chronic, nutritional, and mental diseases and disorders. The primary goal of the course is to compare modern human environments and behaviors with the conditions under which humans evolved to determine the extent to which medical conditions of the present may be a consequence of adaptation to different conditions of the past. Hybrid online.
Same as U29 Bio 481
Credit 3 units.

U19 SUST 398 Honors Research in Sustainability
Part I of the Honors Thesis. Requires admission to the Honors Program in University College and a signed proposal.
Credit 3 units.

U19 SUST 413 Environmental Science: Regional and Global Perspectives
This course examines the interrelationships between humans and their environment, moving from local and regional views up to a global perspective. Taking an ecosystem approach, the course starts with the 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 and 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. Prerequisite: General Biology I or permission of the instructor.
Same as U29 Bio 413

Credit 3 units. UColl: OLI

U19 SUST 4140 Sustainable Development and Conservation: Madagascar
This course focuses on sustainable development in rural subsistence economies, using Madagascar as case study. Students from diverse disciplines are challenged to develop and assess the feasibility of projects that can have a positive impact on communities constrained by poverty traps. The span of projects includes topics such as forest conservation and use, nutrition, health, food security, clean water, education, and bottom-up economic growth. Students in humanities, social sciences, business, design, engineering, physical sciences, law, social work, economics, political science, public health and others use their different perspectives to search for answers. Teamwork and peer teaching are central to the course. Competitively evaluated projects will be field-tested in Madagascar. Selected teams will travel to Madagascar in May and work with the Missouri Botanical Garden Community Conservation Program to adapt projects to conflicting environmental, cultural, economic, and political factors. Poster board sessions for students taking the trip occur in the fall term. Project teams selected to go to Madagascar will be assessed a lab fee at the time their participation in the trip is confirmed. The lab fee covers the cost of airfare, in-country transportation, and approximately three weeks of in-country lodging and food. Undergraduate students should register for the course using one of the undergraduate cross-listed course numbers.
Same as U85 IA 5142
Credit 3 units.

U19 SUST 419 Ecology
Community ecology is an interdisciplinary field that bridges concepts in biodiversity science, biogeography, evolution and conservation. This course provides an introduction to the study of pattern and process in ecological communities with an emphasis on theoretical, statistical and experimental approaches. Topics include: ecological and evolutionary processes that create and maintain patterns of biodiversity; biodiversity and ecosystem function; island biogeography, metacommunity dynamics, niche and neutral theory; species interactions (competition, predation, food webs), species coexistence and environmental change. The class format includes lectures, discussions, and computer labs focused on analysis, modeling and presentation of ecological data using the statistical program R. Prereq: Bio 2970 required, Bio 381 recommended, or permission of instructor.
Same as U29 Bio 419
Credit 4 units.

U19 SUST 450 Sustainability Capstone
This is the required capstone/practicum course for the Bachelor of Science in Sustainability, Certificate in Sustainable Environment and Science, Certificate in Sustainable Management and Organizations, and Certificate in Sustainable Communities and Development. This is a 3-unit experiential course, faculty supervised and tailored to each student's professional goals, that applies concepts and skills from earlier courses to a hands-on sustainability project in a work or studio setting.
Credit 3 units.

Associate in Arts Degree

The **Associate in Arts** (AA) degree provides a framework for understanding the disciplines and skills of a liberal arts degree, a foundation for further study at the bachelor's degree level, and an initial academic credential required for career advancement. The degree is awarded to students who successfully complete the equivalent of two years of undergraduate study.

The courses completed for the degree count toward all Bachelor of Science degree programs at University College. Students preparing for a career in nursing are encouraged to meet with an adviser to select courses that meet admission requirements for Bachelor of Science nursing degree programs.

University College offers the Associate in Arts degree with concentrations in the following areas:

- **Natural Sciences and Mathematics:** Biology, Chemistry, Physics, Earth and Planetary Sciences, Mathematics, others with authorization
- **Social Sciences:** Anthropology, Economics, Political Science, Psychology, Sociology, Women and Gender Studies, others with authorization
- **Humanities:** Classics, History, Literature, Philosophy, Religious Studies, Art History, others with authorization
- **Professional Studies:** Business, Communications, Journalism, Health Care, Clinical Research Management, Sustainability, others with authorization

For more information about Associate in Arts degree requirements and policies:

Phone:	314-935-6700
Website:	http://ucollege.wustl.edu/programs/undergraduate/associate-arts

Degree Requirements

Associate in Arts Degree

To receive an Associate in Arts degree from University College, students must be admitted to degree candidacy, complete a minimum of 60 units of college-level work with a cumulative grade-point average of 2.0 or higher in all courses taken, and satisfy specific writing, course distribution and residency requirements. In addition, students must complete an 18-unit concentration with grades of C- or better in all courses. No more than 24 units may be transferred to the degree. The final 36 units of the degree program must be completed at Washington University. The courses completed for the Associate in Arts degree count toward all Bachelor of Science degree programs in University College.

General Education Requirements*

Basic Requirements: 18 units

Code	Title	Units
EComp 111	Analytical Writing	3
EComp 203	Critical and Researched Writing	3
One course in cultural diversity		3
One course in moral reasoning		3
One course in numerical applications		3
One course in oral presentation		3

Distribution Requirements: 18 units

6 units in each distribution area noted below. Each distribution area must include course work from at least two disciplines. (Courses that satisfy the numerical applications, moral reasoning and cultural diversity Basic Requirements may also count toward the Distribution Requirements.)

- Natural Sciences and Mathematics
- Social Sciences
- Humanities

Concentration Requirements: 18 units

- **Natural Sciences and Mathematics:** Biology, Chemistry, Physics, Earth and Planetary Sciences, Mathematics, others with authorization
- **Social Sciences:** Anthropology, Economics, Political Science, Psychology, Sociology, Women and Gender Studies, others with authorization
- **Humanities:** Classics, History, Literature, Philosophy, Religious Studies, Art History, others with authorization
- **Professional Studies:** Business, Communications, Journalism, Health Care, Clinical Research Management, Sustainability, others with authorization

Electives: 6 units

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

Additional Information

Visit the University College website (http://ucollege.wustl.edu) for additional details about requirements.

Undergraduate Certificates

University College awards undergraduate certificates in many specialized areas of professional and personal development. Undergraduate certificate programs are credit-bearing and vary in length and requirements. All course work must be completed at University College. To receive an undergraduate certificate, students must have earned a cumulative grade-point average of 2.0 or higher for all courses taken.

Students may pursue an undergraduate certificate on a stand-alone basis or as part of a bachelor's degree. Courses taken toward an undergraduate certificate program may be applied to a University College Bachelor of Science degree. If a student is pursuing a bachelor's degree and a certificate, the student must complete a minimum of 9 units beyond the requirements for the major or minor. The exception to this restriction on certificates applies to sequential programs of the same name, in which case all certificate courses may apply to the next-level program.

Please visit the individual certificate pages for more detailed information, requirements and policies.

Undergraduate Certificates

- Applied Mathematics (p. 150)
- Business (p. 151)
- Clinical Research Management (p. 151)
- Creative Writing (p. 151)
- Forensic Psychology (p. 156)
- Geographic Information Systems (p. 157)*
- Journalism (p. 158)
- Marketing (p. 159)
- Somatic Studies (p. 159)
- Strategic Communication (p. 160)
- Sustainability (p. 161)

* Denotes a certificate that is eligible for financial aid.

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

Applied Mathematics

The **Applied Mathematics Certificate** is designed to offer students who have completed the calculus sequence* and who have some programming experience** with the opportunity to develop skills in applying mathematics.

* The calculus sequence (Calculus I-IV) is a prerequisite for most, but not all, of the upper-level mathematics courses. Check individual course descriptions (p. 130) to confirm prerequisites.

** An introductory programming course such as Math 133 Programming with Python is sufficient preparation.

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Website:	https://ucollege.wustl.edu/programs/certificates/applied-math

Requirements

Certificate in Applied Mathematics

The undergraduate Applied Mathematics Certificate is earned by completing five upper-level (300-400) mathematics courses (15 credit units total), of which at least one must be Math 301

Differential Equations or Math 3091 Matrix Algebra. Both courses may be completed to fulfill the certificate requirements.

Required Courses

Code	Title	Units
Math 301	Differential Equations	3
or Math 3091	Matrix Algebra	

Sample Elective Courses

Code	Title	Units
Math 305	Probability and Statistics	3
Math 3101	Foundations for Higher Mathematics	3

Sample Statistics Electives

Code	Title	Units
Math 420	Experimental Design	3
Math 493	Probability	3
Math 494	Mathematical Statistics	3
Math 575	Statistical Computation	3

Business

The **Certificate in Business** (15 units) provides the information, skills and resources needed to function effectively in a business setting. The course work addresses core competencies including accounting, marketing and management as well as in-demand skills such as budgeting, business analysis, business process and procurement.

The Certificate in Business is a strong complement to any undergraduate degree program in University College, thus emphasizing the applied value of a liberal arts education. The Certificate in Business may also be pursued on a stand-alone basis for individuals seeking professional development.

Contact: Cindy Wessel
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Website: http://ucollege.wustl.edu/programs/certificates/business

Requirements

Certificate in Business

Code	Title	Units
Bus 263	Financial and Managerial Accounting	3
Bus 270	Marketing Concepts	3
Bus 303	Introduction to Supply Chain Management	3
Bus 339	Principles of Management	3
Bus 342	Business Finance	3
Total Units		15

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 of which are integral components of clinical trial management in academic research and pharmaceutical industry settings.

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

Requirements

Certificate in Clinical Research Management

Requirements: 21 units

Code	Title	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 330	The Business of Clinical Research	3
CRM 350	Practicum/Capstone	3
CRM 353	Pharmacology for Clinical Research	3
Total Units		21

Creative Writing

University College offers a 16-unit **Certificate in Creative Writing** for those who want to explore in depth and achieve significant mastery of the art of writing poetry, fiction or creative nonfiction.

Instructors in this program 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 using the workshop model, with

open discussion and detailed, constructive criticism of each student's writing.

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Requirements

Certificate in Creative Writing

Students may specialize in any one of 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 the 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 it 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 goals of this assignment are for students to demonstrate the skills that they have learned during the course of their certificate studies as they think about the genres they have examined and to show 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

Code	Title	Units
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 323	The Art of the Personal Essay	3

Courses

Visit online course listings 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 203 Critical and Researched Writing
This course teaches students to engage critically with scholarship, to construct convincing arguments, and to write persuasive research papers. Students will study how other writers achieve these goals and then use a proven model of researched writing to write an argument and paper about a text of their own choosing that includes the accurate use of primary and secondary sources. Students will concentrate on a single research project throughout the semester, and attention will be given to revision and organization, library research strategies, academic citation conventions, and electronic search engines and sources. This course is required for all University College undergraduate degree candidates and must be taken at Washington University. Prerequisite: U11 101 or U11 111. The prerequisite can be waived by permission of the instructor based on an assessment taken prior to the beginning of the course. Restricted to University College students.
Credit 3 units.

U11 EComp 203M Critical and Researched Writing
This is the online version of U11 203. This course teaches students to engage critically with scholarship, to construct convincing arguments, and to write persuasive research papers. Students will study how other writers achieve these goals and then use a proven model of researched writing to write an argument and paper about a text of their own choosing that includes the accurate use of primary and secondary sources. Students will concentrate on a single research project throughout the semester, and attention will be given to revision and organization, library research strategies, academic citation conventions, and electronic search engines and sources. This course is required for all University College undergraduate degree candidates and must be taken at Washington University. Prerequisite: U11 101 or U11 111. The prerequisite can be waived by permission of the instructor based on an assessment taken prior to the beginning of the course. Restricted to University College students. This course is fully online.
Credit 3 units. UColl: OLI

U11 EComp 217 Fiction Workshop
This is a course on methods and techniques of writing fiction. No previous experience is required, but students should be seriously interested in developing their writing, and offering and receiving constructive criticism of original works. Students are urged to bring manuscripts to first meeting.
Credit 1 unit.

U11 EComp 218 Nonfiction Writing Workshop
Analysis of and practice in writing creative nonfiction: essays, autobiography, travel, and nature writing. Categories vary each semester.
Credit 1 unit.

U11 EComp 225 Introduction to Creative Writing: Poetry, Fiction, and Creative Nonfiction
An introduction to creative writing, with a focus on the genres of poetry, fiction, and creative nonfiction. Students will discuss examples of published work, practice writing in all three genres, and learn how to give and take constructive criticism.
Credit 3 units.

U11 EComp 310 Genre Writing
This course is a creative writing workshop dedicated to genre fiction. With a primary focus on the contemporary genre story, the course will cover new and classic science fiction, fantasy, crime writing, and much more. Through a series of readings and writing workshops, we will discuss the craft of genre writing from the traditional to the contemporary, including long-standing genre conventions, recent cross-genre trends, and the current role of genre fiction in the literary landscape. This course can count toward the major in English for day students.
Credit 3 units.

U11 EComp 3120 Argumentation
This advanced writing course examines the strategies of argumentation, exploring such elements of argument as the enthymeme, the three appeals, claim types, and fallacies. Prerequisite: U11 203 or U11 203M.
Credit 3 units. Arch: HUM Art: HUM BU: HUM EN: H

U11 EComp 313 Nonfiction Seminar
This is a workshop for students interested in writing creative nonfiction and the personal essay. We examine the narrative techniques that writers use to shape their life experiences and observations. Students experiment with different approaches to writing process and have opportunities to complete work in various modes, such as memoir and the lyrical essay. We will also read published nonfiction essays that illuminate various aspects of style and craft. This course will count toward major in English for day students.
Credit 3 units.

U11 EComp 314 Persuasive Writing
Methods of argumentation, ranging from those presented in Aristotle's *Rhetoric* to those found in the editorial pages of today's newspapers. Emphasis on persuasion as a writing skill useful in fields such as law, journalism, business, and government.
Credit 3 units.

U11 EComp 314A Topics in Composition: Writing and the Law
An advanced writing course focusing on selected topics related to writing. Topics to be chosen by department/instructor. See section description for details about specific class emphases. (Note: In some cases, this course may be cross-listed with other programs/departments and may satisfy the writing-intensive requirement.) Prerequisites: Writing 1 (L13 100) and junior standing.
Credit 3 units. Arch: HUM Art: HUM EN: H

U11 EComp 3151 Nonfiction: Reading and Writing the Memoir
This is a workshop for students interested in writing a memoir. We examine the narrative techniques that memoir writers use to craft stories based on life experience. Students gain practice in the form by completing a series of assigned short exercises and by writing two longer pieces that are read and discussed by the class. We also read several published memoirs chosen to illuminate various aspects of style and craft.
Credit 3 units.

U11 EComp 3153 Nonfiction Writing: The Varieties of Nonfiction
In a workshop format, students will write and selectively revise, featuring critiques of student work and discussion of various forms of nonfiction literature. Readings include memoir, autobiography, personal essay, literary journalism, nature writing, and travel writing. Students will complete several short nonfiction pieces and a longer individualized final project that stresses personal viewpoint and voice.
Credit 3 units.

U11 EComp 316 Poetry Writing
This course is for students seriously committed to writing poetry. We will consider imagery, diction, rhythm, and form, chiefly with reference to works by class members.
Credit 3 units.

U11 EComp 3161 Poetry Tutorial
Credit variable, maximum 3 units.

U11 EComp 317 Fiction Writing
This workshop is designed for students who want to explore and practice the art of fiction. We examine the work of major writers for structure and artistry. We draw two stories up from the well of imagination, and learn how to apply methods that make them rhetorically and logically sound as well as creative. Constructive criticism of student work and class discussion are emphasized. Prerequisite: freshman composition.
Credit 3 units.

U11 EComp 3171 Long-Form Fiction Writing: The Short Novel and the Long Short Story
This course will explore the process of writing longer-form narratives, building on the knowledge of the craft and structure of the short story gained in Fiction Writing. We will introduce and practice strategies for plotting, researching, and developing story ideas into feasible long-term projects, rather than producing a finished full-length manuscript. We will read and analyze short novels and long short stories across multiple genres and styles. The diverse range of texts include novels by Michael Ondaatje, Jenny Offill, James Baldwin, Anne Carson, and Danielle Dutton, as well as short stories by Kelly Link, Leo Tolstoy, Alice Munro, and Franz Kafka. Prerequisite: U11 317 Fiction Writing.
Credit 3 units.

U11 EComp 317K Fiction Writing: Young Adult Fiction
This is a workshop in writing in the wildly popular genre of young adult (YA) fiction. Through readings in a variety of recent YA

novels, we will discover how the pros negotiate the particular challenges and joys of writing for this age group. Through a series of coordinated writing exercises, we will practice crafting the building blocks of the solid YA story/novel (e.g., plot, character, setting). Through workshop discussions, students will draft and submit their own YA stories or novel sample chapters for constructive response and critique. Writers of all (or no!) levels of prior practice or accomplishment are invited.
Credit 3 units.

U11 EComp 318 Fiction Seminar
This is an advanced writing seminar for students familiar with the process of writing fiction. We will address individual writing problems, and use specific exercises for sharpening skills in the separate elements of fiction, including dialogue, plot, and character development. We will also study prominent authors for voice, style, and craft. Prerequisite: at least one class in creative writing or a published work.
Credit 3 units.

U11 EComp 321 Advanced Writing
Credit 3 units.

U11 EComp 322 Writing Historical Fiction
This course is for writers working on short stories or novels of all genres. We will focus on preparing fiction for publication, presentation to an agent, or as part of an application portfolio for an MFA program or grant. Through assigned readings, craft discussions, and workshopping, we will hone the writer's craft. Additionally, we learn about the current literary marketplace, including magazines, small presses, self-publication and literary agencies. Each student will receive evaluation from the instructor as well as critique from fellow students.
Credit 3 units. UColl: OLI

U11 EComp 323 The Art of the Personal Essay
In this course we will study the structures, techniques and boundaries of the personal essay in which the writer is both observer and participant. Students will read and analyze classic and new examples in this genre. They will also draft and polish their own personal essays and share them with classmates in a discussion/workshop format. The emphasis is on developing a writer´s critical faculties, capacity for self-scrutiny, and literary skills. Prerequisites: U11 101 and 203 and one course in literature, or instructor permission. This course will count toward major in English for day students.
Credit 3 units.

U11 EComp 324 Writing for Public Speaking
A course in organizational communications drawing upon the "means of persuasion" from classical rhetoric to PowerPoint. Practice in writing, speaking, and listening in various formats: paper, oral presentations, and internet. Comparative analysis of what works best with varying topics, situations, audiences, and purposes. Prerequisite: U11 203 or U11 203M. This course will count toward major in English for day students.
Credit 3 units.

U11 EComp 327 Writing the Short-Short Story and 10-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 nonfiction course, students will discover the art of the essay in the realm of travel writing and write their own personally voiced narratives in which "place" plays a central role. Whether travel takes one up the road or around the world, attending to the sensory details, culture, and history of a place provides rich material for exploration. We will read and discuss essays by some of the many great writers who have worked in this genre, including traditionally underrepresented voices. Through an active learning approach, students will share their work and provide each other feedback in a supportive collaborative workshop setting. The writers we will focus on range from Mark Twain to Terry Tempest Williams and Sarah Vowell; from James Baldwin to Bani Amor and Rahawa Haile; from Patricia Hampl to Pico Iyer and Nicole Krauss; and from Rebecca Solnit to Leslie Jamison and Teju Cole.
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. Prerequisite: U11 203 or 203M.
Credit 3 units.

U11 EComp 332 Introduction to Screenwriting
In this screenwriting class, students will learn the various components necessary for writing a motion picture screenplay. Students will conceive and write the first act of a full-length screenplay (30 pages), complete a full-length story synopsis, and complete a number of in-class and take-home exercises. Students will read and critique each other's work. We also will view and evaluate films, and analyze excerpts from successful movie screenplays, looking closely at the elements of plot and structure, character, dialogue, theme, genre, style and format. Previous screenwriting experience is not required. *Registration limited to University College students.*
Same as U18 Film 332
Credit 3 units.

U11 EComp 3321 Advanced Screenwriting
This course is intended for students who have already taken FMS 332 Introduction to Screenwriting at University College (or a comparable introductory course elsewhere). Building on past experiences, students will continue their work in the craft of screenwriting by expanding their knowledge about screenwriting techniques. Students will complete Act II (approx. 45-50 pages) & Act III (approx. 20 pages) of the feature-length script they began in the introductory course. Topics and reading will include advanced plot structure, genre conventions, story archetypes, sequencing, POV, adaptions, short & independent film, query letters, and script pitches. In particular, script rewriting will be explored. This course will not count toward requirements in the FMS major or minor.
Same as U18 Film 3321

Credit 3 units.

U11 EComp 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. This is a fully online course. Only University College students receive credit for online courses.
Credit 3 units.

U11 EComp 358 Multimedia Storytelling for Creative Writers
Storytelling in the 21st century is increasingly a digitized endeavor, with creators adapting their work to engage readers who seek material via electronic devices. These complementary formats may include embedded images, graphics, maps, audio or music recordings, videos, animations, twitter feeds, blog

posts, and social media profiles. With an emphasis on writing fiction or nonfiction prose that can be accompanied by such media, this hybrid online course will explore and practice the many forms and techniques of transmedia storytelling. Students will propose, design, draft, and present a single transmedia narrative spanning a variety of formats. No advanced computer skills, equipment, or software are required.
Credit 3 units.

U11 EComp 370 Life Staged: From Oral History to the Stage
This class will teach students how to transform oral histories and family history into a stage performance. Examination of family history in context of historical events, gives both the author and the audience the opportunity to put a human context to our history. In this class students will learn: oral interview skills; how to structure history, oral interviews and family stories to be stage worthy; the art of compression, economy and intensity of the story; and how to find the poetry inside our lives. The purpose of the class will be to encourage literacy in history, awareness of the student's family role in history, and to give the students the necessary tools to apply what they have learned in a performance. The students will also read several classic American plays and see the plays shown at Washington University. The end of the semester they will have created a one-act performance piece about their family's history.
Same as U21 Drama 370
Credit 3 units.

U11 EComp 371 Narrative Structure and Story Development
Credit 3 units.

U11 EComp 400 Independent Study
Credit variable, maximum 3 units.

U11 EComp 4012 Workshop in Composition: Adapting Writing Center Pedagogy to Elementary School
A collaborative workshop for elementary school teachers, facilitated by the Director of Washington University's Writing Center. Members will learn the art of one-to-one writing instruction and explore ways of adapting this pedagogical model to their elementary school setting. Biweekly journal, literary memoir and theory-into-practice project required. By permission only.
Credit 1 unit.

U11 EComp 494 Voices in Action
What sparks and sustains people's movements for social justice? This history and creative-writing course explores the contexts and expressions of 20th century and contemporary protest movements, ranging from labor, civil rights, the Vietnam War, ethnic people and women's movements, to contemporary social and environmental justice movements. We will explore speeches, manifestos, visual and oral texts, songs, and poetry to consider how dissent is voiced in response to specific social contexts and historic events. We will consider the role of personal expression in enacting democracy, focusing on poetry that helps articulate what is at stake in the protest movements of the 20th and 21st centuries. We will examine how language moves people, raising awareness of the facts and felt experiences of injustice, helping to fuel social movements and "call forth a public" to make change. Assignments include a mix of historical analysis, ethnographic and participatory work, creative writing, and reflection.
Same as U89 AMCS 494
Credit 3 units. UColl: ACF, ACH, ACS, HUM

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 15-unit Certificate in Forensic Psychology complements undergraduate degrees in psychology, political science, sociology, anthropology, urban studies, biology and chemistry.

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Requirements

Certificate in Forensic Psychology

Required Courses

Code	Title	Units
Psych 376	Introduction to Criminology	3
Psych 377	Introduction to Forensic Psychology	3

At least two additional Forensic Psychology courses from the following list:

- Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, and Disorder (Psych 378)
- Juvenile Delinquency (Psych 3251)
- Investigative Psychology (Psych 371)
- Correctional Psychology (Psych 379)
- Psychology in the Courtroom (Psych 373)
- Correctional Theory & Practice (Psych 383)
- Psychology of Policing (Psych 374)
- Additional authorized Forensic Psychology courses

Elective Courses

Students must take an additional course to complete the Certificate. Students are encouraged to choose from the above list to meet this requirement, but permission may also be granted for other courses from Psychological & Brain Sciences, Political Science, Sociology or other related disciplines.

Geographic Information Systems

Geographic information systems (GIS) display and manage all types of data over time, usually in the form of maps, charts and reports that help with the analysis of patterns and trends.

GIS technology, which is easily integrated into any organization's information system, provides a quick and effective method for sharing data visually and for solving spatial problems. GIS is widely used in many fields and industries, including environmental science, architecture, engineering, medicine, municipal government, public health, social work, business and a variety of research enterprises.

The 18-unit **Certificate in Geographic Information Systems** offered through University College teaches both fundamental and advanced concepts and skills, including the design of GIS projects, the operation of GIS 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.

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Website:	http://ucollege.wustl.edu/programs/certificates/geographic-information-systems

Requirements

Certificate in Geographic Information Systems

Required Courses: 15 units

Code	Title	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	3
Total Units		15

Elective Courses: 3 units

Code	Title	Units
GIS 310	GIS Programming	3
GIS 425	Public Health Applications of GIS	3
GIS 427	Public Sector Applications of GIS	3
Other courses with approval		

Courses

Visit online course listings to view semester offerings for U90 GIS (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U90&crslvl=1:4).

U90 GIS 200 Introduction to GIS
This course introduces students to the fundamental principles and applications of geographic information systems (GIS) as well as their underlying geospatial science and spatial thinking. This problem-based course explores applications of GIS to spatial questions in the areas of social science, business, the humanities, and earth sciences. Example topics include understanding spatial data types; map coordinate systems and projections; basic spatial data analysis; acquiring, editing, creating, and managing geospatial data; and processing and visualizing data using GIS. This hands-on course works through problems using (mainly) ESRI ArcGIS software (including ArcMap and ArcCatalog), but other open-source tools will also be introduced. Students who complete this course should be able to apply the skills to think through a spatial problem and employ GIS tools to address it.
Credit 3 units.

U90 GIS 300 Advanced GIS
This course is designed to move beyond tools and skills learned in Introduction to GIS (GIS 200) or Applications in GIS (EnSt 380/580). Classes will feature hands-on exercises selected to help students master advanced GIS analysis tools and techniques, while providing experience in the planning and execution of real-world projects. Primary emphasis will be on applying fundamental GIS concepts, performing spatial analysis, developing proficiency with core ArcGIS software and selected extensions, resolution of problems, and efficient delivery of results. Readings from books and scientific literature will introduce key concepts and provide real-world examples that will be reinforced in the hands-on exercises, assignments and projects. As the semester develops, students will gain a variety of new tools and techniques that will allow them to complete a final independent project that integrates the material learned during the course. Prerequisite: Introduction to GIS (U90 GIS 200) or Applications of GIS (EnSt 380/580).
Credit 3 units. Arch: NSM Art: NSM

U90 GIS 303 Digital Cartography
In today's world, it is imperative that students develop the necessary skills to communicate their ideas to a large audience in an efficient manner. Graphics and visual representations are one of the most effective ways to neatly convey complex data sets to readers. This course presents both theoretical and hands-on mapping and graphical problems to students. Students will learn to solve these problems with self-created solutions. The course teaches students the basics of GIS based mapping for producing publishable work. Students will develop basic skills in computer-aided mapping and computer drafting primarily using ArcGIS, Adobe Illustrator, Adobe Photoshop, and Microsoft PowerPoint. Students will also be introduced to other mapping or statistical programs as needed.
Credit 3 units.

U90 GIS 310 GIS Programming
This course introduces students to the use of programming in desktop and web geographic information systems (GIS). The

course will be divided into two units: the first unit will focus on scripting for task automation, while the focus of the second unit will be web development. Topics include general programming concepts, using spatial and scientific site-packages for both Python and R, the ArcGIS API for JavaScript and other web mapping API's, and consuming and publishing map services. Prerequisite: Introduction to GIS (U90 GIS 200) or Applications of GIS (EnSt 380/580).
Credit 3 units.

U90 GIS 420 Using GIS in International Affairs
This course studies the concept of spatial thinking, which will help students determine why and when to use GIS to address a problem. Students will explore some tools available for visualizing and analyzing data, primarily using primarily using ArcGIS and QGIS. The class will be divided into sections based on different kinds of problems (e.g., demography, microeconomics, history, environment) with an international affairs focus. Each class will have an online prompt, to which students are expected to respond. Students will learn skills that may help address the problem, work together in pairs on the problem, and with the class explore ways to improve their solution.
Same as U85 IA 420
Credit 3 units.

U90 GIS 421 Spatial Data Modeling and Design
This course expands on the fundamental principles of geographic information systems (GIS) and introduces advanced spatial database concepts and a visual programming environment for automating geoprocessing tasks. The course is divided into two parts: the first exploring spatial database design with emphasis on the ESRI Geodatabase, and the second focusing on automating workflows using ESRI ModelBuilder. Topics include data needs assessment; conceptual modeling, logical design, and physical implementation; using models to perform multi-step spatial analyses; and the automation of repetitive processes with iteration tools. Lectures are supplemented with lab exercises to develop proficiency and problem-solving skills using ArcGIS software and associated tools. Prerequisite: the course should be taken after or concurrently with Advanced GIS (U90 GIS 300).
Credit 3 units.

U90 GIS 422 GIS Clinic
The GIS Clinic is the culminating experience in the GIS Certificate Program. Students complete a project in a real work setting to provide direct experience with geospatial concepts and data. Students apply concepts and tools covered in all courses comprising the GIS Certificate program. GIS Clinic requires students to work on projects beginning to end, both under supervision and independently. The Clinic provides professional services to the university community as well as to outside organizations. Possible clinic settings include working with faculty on research projects using GIS, working with local organizations to develop GIS data, and working on regional GIS initiatives. Prerequisite: All other GIS Certificate requirements are expected to be completed prior to enrolling in the Clinic.
Credit 3 units.

U90 GIS 425 Public Health Applications of GIS
This course examines the use of geographic information systems (GIS) and spatial analysis concepts in health applications. The course requires an understanding of fundamental GIS principles, and will address practical real-world applications of GIS with a focus on public health. Topics addressed may include establishing a GIS approach within an agency or organization, targeted analysis tasks, spatial aspects of epidemiology, health education, environmental hazards and more. Class meetings are a mix of lecture, discussion and hands-on exercises. Lab exercises will leverage GIS software including ArcGIS. Prerequisite: Introduction to GIS (U90 GIS 200) or Applications of GIS (EnSt 380/580).
Credit 3 units.

U90 GIS 427 Public Sector Applications of GIS
This course examines the use of geographic information systems (GIS) and geographic information science in the public sector, with a focus on GIS applications in local government and municipality services. The course requires an understanding of fundamental GIS principles, and will address practical application of fundamental and advanced GIS concepts and practices. Topics addressed include GIS implementation at the organization and 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. Prerequisite: Introduction to GIS (U90 GIS 200) or Applications of GIS (EnSt 380/580).
Credit 3 units. UColl: OLH

Journalism

Journalists play a central role in a free society. They break news of rapidly changing events, act as watchdogs for an informed citizenry, and provide context for understanding the world. The **Certificate in Journalism** teaches key journalism practices: reporting, writing, editing, critical thinking and ethical decision making. Students further apply and develop these skills through the exploration of a writing genre, media platform, business model or internship.

Journalism is grounded in liberal arts imperatives: analysis, clear and thoughtful writing and discourse, discerning use of information, ethical judgment and appreciation for human diversity. Students are encouraged to combine their certificate with complementary courses or degrees in the liberal arts, including anthropology, English, economics, history, political science and psychology. The Certificate in Journalism applies in whole to the Bachelor of Science in Integrated Studies (http://bulletin.wustl.edu/undergrad/ucollege/bs-integrated-studies) professional track to pair journalism with liberal arts course work. University College undergraduate degree-seeking students may also pursue the Communications (http://bulletin.wustl.edu/undergrad/ucollege/bs-communications) degree with a concentration in journalism (in lieu of the Certificate in Journalism).

Contact:	Repps Hudson
Email:	rehudson@wustl.edu
Website:	https://ucollege.wustl.edu/programs/20

Requirements

Certificate in Journalism

The Certificate in Journalism is a 15-unit program of study that includes 12 units of required core courses and 3 units of elective courses.

Required Courses: 12 units

Code	Title	Units
JRN 211	Introduction to Journalism: Research to Writing	3
Comm 416	Communications Ethics and Law	3
JRN 345	Effective Editing	3
One additional 300-level writing course in Journalism or English Composition, including the following:		
JRN 315	Sports Reporting and Writing	3
JRN 327	Audio Storytelling: From Podcasts to Newscasts	3
JRN 3161	Entertainment Journalism	3
JRN 356	Freelance Writing: Process, Publishing and Platform	3
JRN 322	Special Topics in Journalism: Writing about the World of Food	3
JRN 331	Travel and Outdoor Writing	3

Elective Courses: 3 units

Choose one additional journalism elective — such as JRN 346 Shoot, Cut, and Upload: Create Media Like a Pro, JRN 381 The Business of Communications and Journalism or Comm 378 Communications Technology and New Media — or a media internship.

Marketing

The **Certificate in Marketing** provides undergraduate students with a marketing-specific set of in-demand skills. Students will be introduced to key marketing concepts and competencies, including competitive analysis, market research, communications strategy, product marketing, branding, editing and social media marketing. The certificate can be customized to fit a student's unique interests in design thinking, creative writing, video editing, podcasting or two-dimensional design.

According to a recent Burning Glass report (PDF) (https://www.burningglass.com/wp-content/uploads/BGTReportLiberalArts.pdf), adding technical field-specific skills to a liberal arts program of study doubles the jobs available to recent graduates.

The Certificate in Marketing may also be pursued on a stand-alone basis for individuals seeking professional development in their current role.

Contact:	University College Advisers
Phone:	314-935-6700
Email:	ucollege@wustl.edu
Website:	https://ucollege.wustl.edu/programs/certificates/marketing

Requirements

Certificate in Marketing

The undergraduate **Certificate in Marketing** is earned by completing five courses (13 credit units total), including four core courses and one additional course to be selected from a short list.

Required Courses

Code	Title	Units
Bus 270	Marketing Concepts	3
Comm 305	Market Research and Communications Strategies	3
Comm 3451	Effective Editing	3
Comm 3090	Social Media for Public Relations	1
Total Units		10

Choose one from the following:

Code	Title	Units
Art 110	Two-Dimensional Design	3
Bus 290	Design Thinking: Human-Centered Approaches to Making the World	3
Comm 308	Making the Cut: Editing Digital Video	3
JRN 327	Audio Storytelling: From Podcasts to Newscasts	3
Creative Writing		3

Somatic Studies

Somatic practices promote integrated personal development by training students in processes for mindful, embodied living; they complement disciplines of inquiry and knowledge related to the human body and mind. Although these disciplines are relatively new to Western thought, somatic practices are recognized in numerous ancient and contemporary cultures not only as beneficial to physical health but also as methods for the cultivation of the mind and the discovery of knowledge. Such experience may inform and complement 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,

with courses taught by certified instructors in their respective disciplines. With the coordinator's approval, a maximum of 3 units of course work from other disciplines may be applied to the Certificate in Somatic Studies.

Contact:	David Marchant
Phone:	314-935-4476
Email:	marchant@wustl.edu
Website:	http://ucollege.wustl.edu/programs/certificates/somatic-studies

Requirements

Certificate in Somatic Studies

The Certificate in Somatic Studies is composed of a minimum of 15 credit units of course work. This includes the required 2-unit course Dance 285 Introduction to Somatic Practices, which is an introductory survey of a variety of practices offered in the program that is complemented by lectures on related disciplines such as biology, philosophy and psychology. Students choose an additional 13 units from the courses noted below according to their individual interests and goals. With the coordinator's approval, a maximum of 3 units of course work from related disciplines may be applied toward the Certificate in Somatic Studies.

Although courses for the Certificate in Somatic Studies are listed in the Dance program at Washington University, somatic practices do not require dance training and are not aimed at public performance skills associated with such artistic disciplines or practices.

Note: Courses that apply to the Certificate in Somatic Studies must be taken for a letter grade. If a course is offered as pass/fail only, certificate candidates should inform the instructor and contact the registrar to verify that they are registered for graded credit.

Code	Title	Units
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 324	Creative Dance Movement for Grades K-5	3
Dance 385	Special Studies in Somatics	max 3
Dance 386	Ecological Perspectives Through Somatic Education	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. It also addresses how these functions relate to each other to create effective organizational communications.

Phone:	314-935-6700
Website:	https://ucollege.wustl.edu/programs/certificates/strategic-communication

Requirements

Certificate in Strategic Communication

Required Courses: 15 units

Code	Title	Units
Comm 218	Website Design and Development	3
Comm 234	Foundations of Communications	3
Comm 305	Market Research and Communications Strategies	3
Comm 350	Public Relations Principles and Social Media	3
EComp 324	Writing for Public Speaking	3
Total Units		15

Sustainability

The **Certificate in Sustainability** provides an interdisciplinary foundation for understanding and addressing today's most pressing and complex social, environmental and economic challenges.

This certificate covers the broad sustainability knowledge, skills and competencies for those interested in either advancing within their current field or seeking a new direction. It can apply across a wide range of fields, from management, design and planning to environmental services in business, nonprofit and public institutions. The program addresses the collaborative and integrative nature of sustainability with an emphasis on applied learning by taking the lessons from the classroom into the St. Louis community.

Contact:	Mary Ann Lazarus
Phone:	314-935-6700
Email:	lazarus9876@wustl.edu
Website:	http://ucollege.wustl.edu/programs/certificates/sustainability

Requirements

Certificate in Sustainability

Required Courses: 15 units

Code	Title	Units
SUST 205	Foundations and Practice of Sustainability	3
SUST 328	Environmental Law: Applications Toward Sustainability	3
SUST 364	Global Sustainability	3
SUST 368	Sustainability as Transformative Agent in Business and Public Policy	3
SUST 413	Environmental Science: Regional and Global Perspectives	3

Additional Programs

University College offers the following additional undergraduate programs:

- Accelerated Programs (p. 161)
- Combined Bachelor's/Master's Program (p. 162)
- Minors (p. 163)
- Pre-Collegiate Summer Experiences (p. 163)
- Undergraduate Honors Program (p. 164)
- Undergraduate Visiting Student Program (p. 164)

Accelerated Programs

Get Your Degree Faster.
University College has a range of courses and programs shaped to fit each student's schedule and goals. Students may choose from the options below and, as they browse the semester's course listings (https://acadinfo.wustl.edu/ucollege), also search under "8-Week" courses and "Weekend Only."

Accelerated Master's Degree Program

The **Accelerated Master's Degree Program** allows Arts & Sciences day students to count their graduate-level course work (completed as an undergraduate) toward a master's degree. With careful planning, some of this course work can be incorporated into a student's undergraduate course of study, be covered by their regular undergraduate tuition, and lead to an AB earned in normal time with an accompanying master's in an additional one or two extra semesters of study.

Only current Arts & Sciences undergraduates who are earning an AB are eligible for this Accelerated Master's Degree program. The accelerated master's program option applies to the following master's degree programs:

- American Culture Studies (https://ucollege.wustl.edu/programs/graduate/masters-american-culture-studies)
- Biology (https://ucollege.wustl.edu/programs/graduate/masters-biology)
- Clinical Research Management (https://ucollege.wustl.edu/programs/graduate/masters-clinical-research-management)
- Human Resources Management (https://ucollege.wustl.edu/programs/graduate/masters-human-resources-management)
- International Affairs (https://ucollege.wustl.edu/programs/graduate/masters-international-affairs)
- Master of Liberal Arts (https://ucollege.wustl.edu/programs/graduate/masters-liberal-arts)
- Nonprofit Management (https://ucollege.wustl.edu/programs/graduate/masters-nonprofit-management)
- Statistics (https://ucollege.wustl.edu/programs/graduate/masters-statistics)

ACTRAC

Students wanting to advance more quickly toward their degree can do so with the Accelerated Track program (ACTRAC (http://ucollege.wustl.edu/programs/accelerated/actrac)).

Eligible University College students can enroll in courses that carry the ACTRAC option (noted in the course listings (https://acadinfo.wustl.edu/ucollege)). By completing additional course work prescribed by the instructor, students earn 4 credits for each ACTRAC course rather than the usual 3 credits. By taking ACTRAC courses, students can reduce the total number of courses they must take before they graduate.

Eligible students must meet the following qualifications:

- Be admitted to a University College undergraduate degree program
- Have successfully completed at least 12 credits
- Have completed a college-level English composition course with a grade of B or better
- Have a 3.0 minimum grade-point average
- Have written approval from a University College adviser

Once approved, students register and pay for 4 credits for each ACTRAC course. The ACTRAC option must be chosen at the beginning of the semester, and it is not available to Washington University day students.

The "extra credit" work is determined by the instructor and will normally include extra reading, writing and research.

Combined Bachelor's & Master's Degree

The Combined Bachelor's & Master's Degree Program (https://ucollege.wustl.edu/programs/accelerated/combined-bachelors-masters) in University College is designed for students who wish to pursue rigorous and accelerated study that will lead to both a Bachelor of Science and either a Master of Arts or Master of Science in areas of study for which there are degree programs in University College.

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

Combined Bachelor's/Master's Program

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

Eligibility Requirements

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

- 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 at the advanced level (300-400), with a 3.0 or higher cumulative GPA.
- Completion of a 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 the associate dean for academics.

Admission

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

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

Requirements for the Combined BS/Master's Degree

- Formal admission to the Graduate School or University College.
- Completion of a minimum of 135 units of course work (undergraduate and graduate), including all residency requirements for the Bachelor of Science degree.
- Completion of all requirements of 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 to 18 units of graduate course work (depending on the specific master's program) at the 400 and 500 levels may count as requirements for the graduate degree and as unrestricted electives for 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

Students seeking a bachelor's degree at University College can pursue a minor in one of 12 subjects.

Course work taken as part of the minor may fulfill distribution requirements or major requirements. Overlap between a minor and a major is allowed as long as there are at least 9 unique units in the minor. Only courses receiving a grade of C- or higher will be applied to the minor. In order to be awarded the minor, students must earn a minimum cumulative grade-point average of 2.0 in all courses taken toward the minor.

At least 9 units must be advanced-level course work (300 level or above), and at least 6 of the 9 units in advanced course work must be completed at University College. A maximum of 3 units of transfer credit may be applied to the minor.

A minor can be declared when a student has met with an academic adviser at University College and completed a Minor Application form before beginning the final semester of study toward a Bachelor of Science.

Minors are offered in the following subjects:

- Anthropology
- Communications
- Economics
- English
- Global Leadership and Management
- Health Care
- History
- Industrial and Organizational Psychology
- International Studies
- Mathematics
- Political Science
- Psychological & Brain Sciences

Website:	http://ucollege.wustl.edu/programs/undergraduate/minors

Special Audit and Day Audit Programs

Special Audit Program

Students may audit a wide selection of undergraduate courses in University College for $350 per course. The Special Audit option in University College makes it easier than ever for students to challenge themselves with high-quality continuing education at Washington University in St. Louis.

All University College courses available on the Special Audit basis are noted as "SA" in the course listings (https://acadinfo.wustl.edu/ucollege). Courses taken as Special Audit do not appear on a Washington University transcript. Courses taken on a Special Audit basis do not carry academic credit and do not apply to degree requirements in a University College program of study.

Day Audit Program

In addition to the Special Audit option for evening courses in University College, adult students may audit select undergraduate day courses in the College of Arts & Sciences for $350 per course on a noncredit, space-available basis. The Arts & Sciences Day Audit Program is designed for personal enrichment, and courses taken on a Special Audit basis do not receive a grade or credit toward a degree or certificate program. Courses taken as Special Audit do not appear on a Washington University transcript.

Day Special Audit Courses

To view the Day Special Audit Courses, please visit our course listings (https://acadinfo.wustl.edu/ucollege).

Contact:	Amanda Mueller
Phone:	314-935-6720
Email:	amanda.mueller@wustl.edu
Website:	http://ucollege.wustl.edu/programs/non-degree/special-day-audit

Summer Experiences

Pre-Collegiate Summer Experiences

The Pre-Collegiate Summer Experiences at Washington University in St. Louis offer a variety of summer programs for academically advanced middle and high school students. For

more information, visit our Summer Experiences website (https://summerexperiences.wustl.edu) or call 314-935-4807.

High School Summer Scholars Program

The High School Summer Scholars Program, which is open to rising juniors and seniors, allows students to experience all of 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 from our 1-unit noncredit college success workshops. Students meet daily in academic support groups that develop their 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 curricula with organized field trips, guest lectures and hands-on activities. Themes include medicine, engineering, leadership, writing and more.

Early College Scholars

The Early College Scholars program allows academically advanced high school students to enroll, year-round, in courses through University College, the professional and continuing education division of the College of Arts & Sciences. This program is an ideal option for students who meet the following qualifications:

- They have unique academic interests not available through their high schools.
- They are looking for courses beyond their high school curriculum.
- They need to enroll in a college course to fulfill a high school requirement.
- They are exploring alternatives to advanced placement courses.
- They want to advance their knowledge in a particular academic area, such as writing or a foreign language.
- They prefer a commuter option to our residential Summer Experiences programs.

For students who are not from the St. Louis area, we offer a select number of online courses through the Early College Scholars program as well.

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 who participate will choose two noncredit courses. This program is open to rising seventh- through ninth-grade students.

For more information about our pre-college programs:

Contact:	Becki Baker
Phone:	314-935-4807
Email:	b.baker@wustl.edu
Website:	http://summerexperiences.wustl.edu

Undergraduate Honors Program

The University College Honors program provides students with multiple opportunities to deepen and extend their knowledge, earn scholarships and academic awards, and join a community of intellectually and socially engaged adults.

The most prestigious distinction is Latin Honors: students do research in their field of study and graduate summa cum laude, magna cum laude or cum laude. Students should speak with an academic adviser about tailoring an honors experience that meets their learning goals.

For more information about the Undergraduate Honors program:

Contact:	Elisa Wang
Email:	elisa.wang@wustl.edu
Website:	https://ucollege.wustl.edu/resources/student/academic-honors

Undergraduate Visiting Student Program

The Undergraduate Visiting Student Program in Arts & Sciences at Washington University in St. Louis provides an opportunity for qualified individuals to register for undergraduate day courses in Arts & Sciences on a non-degree basis. This program is coordinated by University College, the evening and continuing education division of Arts & Sciences at Washington University. The program is designed for the following types of students:

- 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; and
- 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 at 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 at 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 at 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) at 314-935-5050 or Quadrangle Housing (https://quadrangle.wustl.edu) at 314-935-9511.

Website: https://ucollege.wustl.edu/programs/non-degree/visiting-students

Summer School

The Summer School at Washington University offers both College of Arts & Sciences and University College courses 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, and many are offered in flexible hybrid or online formats.

Master of Science in Biology for Science Teachers

This two-year program is designed to fit the schedules of working teachers. It consists of two summer institutes, three weeks each, in residence at Washington University. The remaining course work during the academic years is completed online. For more information, visit our MS in Biology for Science Teachers webpage (https://ucollege.wustl.edu/programs/graduate/masters-biology-science-teachers) or call 314-935-8974.

International Summer Study

Undergraduate university students from around the world join us each year for International Summer Study. Current undergraduate students can participate in our five-week program, during which they will take two courses, attend social and cultural events, and meet with university deans and directors. For more information, visit our International Summer Study webpage (http://summerschool.wustl.edu/international) or call 314-935-4695.

Summer Writers Institute

The Summer Writers Institute brings together writers of all levels from St. Louis and beyond. The two-week program features workshops in various genres as well as panels, readings, craft talks, individual conferences with instructors, and a final open mic. Small class sizes encourage dynamic discussions and allow students to hone their craft and explore new approaches. Workshops are led by professional published writers who are experts in their fields and accomplished in providing constructive critique. For more information, visit our Summer Writers Institute webpage (http://summerschool.wustl.edu/swi) or call 314-935-4695.

WUSTL-ALLEX Intensive Chinese and Japanese Language Institutes

Students jump-start Chinese and Japanese language proficiency in this seven-week, 4-unit program. Small classes are taught by master professors who represent many of the country's preeminent Asian language programs as well as native speakers from China, Taiwan and Japan. With two teachers for every language student, the program features frequent and meaningful cultural exchanges in the target language and teaches students to speak and act in a culturally appropriate way. For more information, visit our Intensive Chinese & Japanese Institutes webpage (https://summerschool.wustl.edu/intensive-chinese-japanese-institute) or call 314-935-4695.

WUSTL-ALLEX Chinese and Japanese Teacher Training Institute

Post-baccalaureate students from China, Japan and Taiwan study Chinese and Japanese pedagogy in this seven-week, 4.5-unit program. After learning from master professors, students go on to colleges and universities across the country to launch or enhance Chinese and Japanese language programs. For more information, visit our Intensive Chinese & Japanese Institutes webpage (https://summerschool.wustl.edu/intensive-chinese-japanese-institute) or call 314-935-4695.

Additional Information

For more information about the summer programs described above:

Contact: Christina Zebrowski
Phone: 314-935-4695
Email: clzebrow@wustl.edu
Summer School Website (http://summerschool.wustl.edu)

Pre-Collegiate Summer Experiences

The Pre-Collegiate Summer Experiences at Washington University in St. Louis offer a variety of summer programs for academically advanced middle and high school students. For more information, visit our Summer Experiences website (https://summerexperiences.wustl.edu) or call 314-935-4807.

High School Summer Scholars Program

The High School Summer Scholars Program, which is open to rising juniors and seniors, allows students to experience all of 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 from our 1-unit noncredit college success workshops. Students meet daily in academic support groups that develop their 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 curricula with organized field trips, guest lectures and hands-on activities. Themes include medicine, engineering, leadership, writing and more.

Early College Scholars

The Early College Scholars program allows academically advanced high school students to enroll, year-round, in courses through University College, the professional and continuing education division of the College of Arts & Sciences. This program is an ideal option for students who meet the following qualifications:

- They have unique academic interests not available through their high schools.
- They are looking for courses beyond their high school curriculum.
- They need to enroll in a college course to fulfill a high school requirement.
- They are exploring alternatives to advanced placement courses.
- They want to advance their knowledge in a particular academic area, such as writing or a foreign language.
- They prefer a commuter option to our residential Summer Experiences programs.

For students who are not from the St. Louis area, we offer a select number of online courses through the Early College Scholars program as well.

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 who participate will choose two noncredit courses. This program is open to rising seventh- through ninth-grade students.

For more information about our pre-college programs:

Contact:	Becki Baker
Phone:	314-935-4807
Email:	b.baker@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.

University College online courses are distinguished by small class sizes; students engage directly with faculty. Online courses can be accessed at convenient times. Instructors assign weekly deadlines to keep students motivated and on-pace. Instructors may also occasionally offer live online office hours or discussion sessions.

For information about online learning in University College, including course and degree program options, visit our Online Courses & Programs (http://ucollege.wustl.edu/programs/online) webpage.

Noncredit Programs

In addition to earning academic credit through University College, there are opportunities for personal enrichment and professional development through a number of noncredit options. For more information, please call 314-935-6700 or visit the University College website (http://ucollege.wustl.edu).

Special Audit & Day Audit Programs

Special Audit Program

Students may audit a wide selection of undergraduate courses in University College for $350. The Special Audit option makes it easier than ever for students to challenge themselves to high-quality continuing education at Washington University in St. Louis.

All University College courses available on the Special Audit basis are noted as "SA" in the course listings. Courses taken as Special Audit do not appear on a Washington University transcript. Courses taken on a Special Audit basis do not carry academic credit and do not apply to degree requirements in a University College program of study.

Day Audit Program

Adult students may audit selected undergraduate day courses in the College of Arts & Sciences for $350 on a noncredit, space-available basis. The Arts & Sciences Day Audit Program is designed for personal enrichment, and courses taken through this program do not receive a grade, do not receive credit toward a degree or certificate program, and do not appear on a Washington University transcript.

MLA Saturday Seminar Series

The MLA Saturday Seminars, which are held each spring and sponsored by the Master of Liberal Arts Program in University College, showcase university 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, which is scheduled during both the fall and spring semesters, are offered free of charge to the public.

Osher Lifelong Learning Institute

The Osher Lifelong Learning Institute (OLLI) at Washington University in St. Louis is a community outreach education program for adults aged 50 and over that offers a variety of noncredit academic courses. Students do not receive grades for courses; there is no homework, and there are no exams. Nevertheless, all members of this learning community take their responsibilities seriously; student participation is an essential element of our continuing vitality. OLLI features offerings in art and architecture, contemporary issues, creative writing, economics, film studies, history, literature, math/science/technology, music and philosophy. Knowledgeable members plan, develop and present the courses and related field trips, workshops, and cultural and social events.

Most subjects are offered in three eight-week regular terms (fall, winter and spring) and one four-week summer session. A few special-interest group courses continue year-round. Those who enroll as annual members are entitled to take two eight-week courses or one eight-week and two four-week courses in each of the fall, winter and spring terms. Those who do not choose annual membership can enroll in individual four- and eight-week courses. Classes meet at Washington University's West Campus in the building on the northwest corner of Forsyth and Jackson streets (9 North Jackson) in Clayton. There are elevators between the upper garage floors and the classroom floor on the street level. For more information and to be put on the mailing list, visit the Osher Lifelong Learning Institute website (https://ucollege.wustl.edu/programs/non-degree/lifelong-learning-institute) 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 or other program requirements prior to June 29, 2019, 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 and Credits

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 toward 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 usually may choose among four grading options at the time of registration: a letter grade, Credit/No Credit (also referred to as Pass/Fail), Audit, or Special Audit. Changes from one option to another must be made by the dates indicated in the calendar printed each semester in the University College Course Schedule and our online academic calendar (http://ucollege.wustl.edu/events/academic-calendar). Students must select a 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, which is 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 take no more than 10 percent of credits 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/No 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 the student is required to attend and participate in the course but not required to complete all written assignments and examinations.

The Special Audit is offered only for a select number of University College courses. 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 the 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 an 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 an 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 the distribution requirements of University College and may fulfill a portion of 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 or for grades below C- received at other institutions.

The combined total number of units accepted in transfer credit for College-Level Examination Program, Advanced Placement, and International Baccalaureate may not exceed 30. Transfer credit for study abroad must be preapproved by University College and the Office for International Students and Scholars. Students who receive a grade of C- or lower in EComp 111 Analytical 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. Students who have completed English composition courses at another college or university should be well prepared for the required writing courses at University College, and transfer credit will be awarded for this work according to our regular transfer credit policies. However, new students will begin with EComp 111 in University College. Students who feel they have a strong writing background may petition to take a placement test to demonstrate the skills needed to begin with EComp 203 instead. All students will complete EComp 203 and a 300-level writing course at University College. If you have any questions about the writing evaluation process or requirements, please contact your adviser (https://ucollege.wustl.edu/resources/advising). 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. Prerequisite courses at the 100 and 200 levels may count for both majors. Should the same upper-level course satisfy a requirement in more than

one of a student's major programs, a departmentally sanctioned upper-level elective must be chosen to replace the course in one of the programs. If a student has a major and a minor, overlap is allowed provided there are at least 9 unique units in the minor. Major or minor course work may be applied to distribution requirements for general education. If a student is pursuing a bachelor's degree and a certificate, overlap is allowed between the major and certificate provided there are at least 9 unique units in the certificate. (The exception to this restriction on certificates applies to sequential programs of the same name, in which case all certificate courses may apply to the next-level program.) A single course can count toward any two of the following categories without restriction: (1) major requirements; (2) basic requirements for numerical applications or non-Western culture; or (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 of more than 10 years are required to meet the 36-unit residency requirement upon their return. Fully online and blended online courses taught at Washington University will count toward the residency requirement of University College.

Repeating a Course

Students may repeat a course in which a grade of D or F was received (including 100- and 200-level courses, with University College authorization), in which case only the most recent grade will be included when calculating the student's GPA. 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 GPA, a graduate student must maintain a 3.0 GPA, and a graduate certificate student must maintain a 3.0 GPA. In addition, when 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, 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 readmission 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 on the University College Website (https://ucollege.wustl.edu/resources/forms) or 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 that requires 19 units of credit or more. No more than 3 credits of independent study may be applied toward a certificate program that requires 18 units of credit or less.

ACTRAC Accelerated Option

ACTRAC, the accelerated study option in University College, is available in most undergraduate majors and selected other courses for qualified students. Students choosing ACTRAC

may receive one additional credit in a designated 300- or 400-level course by arranging with the instructor to do additional reading, research and writing. ACTRAC requirements include admission to a University College undergraduate degree program, successful completion of at least 12 credits, completion of a college-level English composition course with a grade of B or better, 3.0 minimum GPA, 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 select academic disciplines or interdisciplinary programs in University College. The course requirements for a minor are determined by each department or program. At least 9 units must be advanced course work (300 level or above), and at least 6 of the 9 units in advanced course work must be completed at University College. A maximum of 3 units of transfer credit may be applied to the minor. A minor is available only to students admitted to a University College Bachelor of Science degree program. Course work taken as part of the minor may fulfill distribution requirements, but at least 9 units must be distinct from the major. Only courses receiving a grade of C- or higher will be applied to the minor. In order to be awarded the minor, students must earn a cumulative GPA of 3.0 or higher in all courses taken toward the minor. To declare a minor, students must submit a completed Minor form to an academic adviser in University College before beginning the final semester.

College-Level Examination Program (CLEP)

University College will grant credit to students for the successful completion of select 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, students should 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 the 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 and not by the school in which the student is enrolled, although 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, and 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, and 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; this may include but is 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 it is aware that adults entering or returning to higher education may need academic counseling, guidance and special services. Information about University College degree and certificate programs and courses is available on the University College website (http://ucollege.wustl.edu). Students are encouraged to meet with an academic adviser to discuss academic goals and interests prior to submitting an application for admission. Advisers are available to provide guidance and information about admissions, transfer and registration procedures, academic and degree requirements, course selection, special programs, student services and other facets of Washington University. After being admitted to a degree or certificate program, students should consult with the adviser on a regular basis to discuss course sequences, degree requirements, policies and other important information related to the particular program of study. It is the responsibility of the student to arrange for these periodic conferences. For information about advising and all student services, call the University College Office of Admissions and Student Services at 314-935-6777 or visit the University College website (http://ucollege.wustl.edu).

Honors & Awards

Undergraduate Honors Program

The University College Honors program provides students with multiple opportunities to deepen and extend their knowledge, earn scholarships and academic awards, and join a community of intellectually and socially engaged adults. The most prestigious distinction is Latin Honors, which allows students do research in their field of study and graduate summa cum laude, magna cum laude or cum laude. Students should speak with an academic adviser about tailoring an honors experience that meets their learning goals.

Alpha Sigma Lambda

Alpha Sigma Lambda, the national honorary society for part-time evening students, is available to qualified University College students. To be eligible for membership, a student must have earned a GPA 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 enhance candidacy. In addition, 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 during the preceding fall or spring semester with a GPA of at least 3.6.

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 the 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 as measured by (but not limited to) the GPA.

Dean's Award for University Service

The Dean's Award for University Service is awarded to one or more graduating students who have made a significant contribution to University College and Washington University in areas beyond academic performance.

Dean's Faculty Award

The Dean's Faculty Award is normally given to a University College instructor with many years of service to recognize excellence in teaching and dedication to University College students.

Tuition & Financial Information

At University College, a world-class education is within your reach. With tuition rates that are surprisingly affordable and competitive among other private colleges and universities in the St. Louis area, University College is designed to meet the educational needs of those who are seeking to expand their professional knowledge, earn a degree or certificate, or explore new fields and interests.

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 Tuition & Financial Aid webpage (http://ucollege.wustl.edu/tuition-aid). Tuition and lab or materials fees vary according to course and program.

Tuition Payment

All tuition and fees must be paid in full at the time of registration. Acceptable methods of payment include cash, check, credit card, approved financial aid and approved employer tuition reimbursement plans.

Refunds

All refunds are calculated from the date on which the student completes a course change form (PDF) (http://ucollege.wustl.edu/files/ucollege/Documents/Forms/Courses/course-change-form.pdf) online. If the original payment was made by credit card, a refund will be applied to the student's credit card. Otherwise, a check will be generated for the refund amount. Check refunds can be picked up at the Student Financial Services office (https://sfs.wustl.edu/Pages/default.aspx) in North Brookings. Checks not picked up within two weeks are mailed to the student's local address.

University College grants full refunds to individuals called to active military duty.

More information can be found in the fall, spring and summer Course Schedules and on our Refund Policies & Deadlines webpage (http://ucollege.wustl.edu/tuition-aid/tuition/refunds).

Financial Assistance

University College students — part-time and full-time — who are enrolled in a degree or certificate program may be eligible for financial assistance in the form of grants, loans and scholarships. Students can learn more about financial assistance options and obtain the appropriate forms by visiting our Financial Aid webpage (http://ucollege.wustl.edu/tuition-aid/financial-aid) or by sending an email to the financial aid coordinator (cfuucfinancialaid@wustl.edu) in University College. 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. To remain in good standing, students must satisfy the following requirements:

- Undergraduate students must be on pace to complete their program by attempting no more than 150 percent of the credits required to meet their program requirements with a C (2.0) minimum grade-point average
- Graduate students must be on pace to complete their program by attempting no more than 150 percent of the credits required to meet their program requirements with a B (3.0) minimum grade-point average.

In addition, all students receiving financial aid are reviewed on a case-by-case basis to ensure a significant portion of enrolled courses have been successfully completed.

Other Financial Assistance and Payment Options

Half Tuition for Individuals 60 and Over: This discount applies to most University College for-credit courses. Verification of age must be provided at the time of registration.

Washington University Employees: Washington University provides its employees with tuition assistance to foster their continuing education. Full-time employees with one year of service are eligible for 100 percent tuition remission on for-credit undergraduate courses and 50 percent tuition remission on for-credit graduate courses that start at 4 p.m. or later. Remission covers a maximum of 7 credits per semester, and the student must obtain a passing grade to retain the tuition remission. For more information, visit our Employee Tuition Assistance webpage (https://ucollege.wustl.edu/tuition-aid/financial-aid/assistance-remissions/washu-employees).

Postdoctoral Appointees: Postdoctoral appointees appointed under the Postdoctoral Education Policy (effective July 1, 2004) having the titles of Postdoctoral Research Associate or Scholar are eligible for the Postdoctoral Tuition Plan. Remission covers a maximum of 4 credits per semester and must be undergraduate level (400 and below) and for career development purposes only. A passing grade in the course is required to retain the tuition remission. For more information, visit our Employee Tuition Assistance webpage (https://ucollege.wustl.edu/tuition-aid/financial-aid/assistance-remissions/washu-employees).

Company-Sponsored Tuition Payment Plans: Many companies in the St. Louis area pay all or part of their employees' tuition. Individuals should contact their supervisor or human resources

department at their place of employment to determine if a tuition reimbursement plan is available. If their employer agrees to pay all or part of their tuition, they should submit their company's tuition reimbursement policy, verification of their eligibility, and the University College Intent to Pay form. Payment is due approximately 30 days after the end of the semester. This payment option is not available during the summer. For more information, visit our Tuition & Fees webpage (http://ucollege.wustl.edu/tuition-aid/tuition).

St. Louis Area City & School District Tuition Assistance: Individuals working in full-time positions in government departments or school districts for the City of Clayton, University City, St. Louis City, and St. Louis County are eligible to take classes, at a substantially reduced rate, after six months of service with their employers. St. Louis City charter school employees are also eligible. Learn more about the St. Louis Area City & School District Tuition Assistance program (https://ucollege.wustl.edu/tuition-aid/financial-aid/assistance-remissions/stl-city-school-district).

Veterans: Individuals attending under the VA program must submit a Certificate of Eligibility, and those using Post 9/11 benefits must apply or be accepted to a degree or certificate program. University College participates in the Yellow Ribbon GI Education Enhancement Program, established in 2008. Those who qualify for the Yellow Ribbon benefits can attend University College full time with no out-of-pocket expenses for tuition and mandatory fees. For more information, visit our Veterans Benefits webpage (http://ucollege.wustl.edu/tuition-aid/financial-aid/veterans-benefits).

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Washington University in St. Louis

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