



Catnip gives you a quick taste of the semester's courses: concise highlights that make it easy to see what's available at a glance.

Use these to spot those classes that fit your interests.

HONS 100: ON EDUCATION

LEARNING TO LIVE: AN INQUIRY INTO EDUCATION AND MEANING

HONS 100 001 | Sarah Laux | Instructional Design | **FEW**

What does it mean to live a thoughtful, meaningful life? We will rethink education not just as knowledge, but as a practice for navigating uncertainty, building resilience, and finding purpose. Students connect learning to the search for meaning, linking classroom reflection to lived experience.

NAVIGATING THE UNKNOWN

HONS 100 002 | Jennifer Logue | Educational Leadership | **SEW**

What are the biggest questions facing education today, and how do we prepare to answer them? Through reading, discussion, and reflection, students consider education not as a finished product but as an ongoing journey into uncertainty, possibility, and the challenges of a changing world.

LEARNING, WORKING, & LIVING: A SHARED LEXICON

HONS 100 003 | Thomas Lavallee | Foreign Language: Chinese | **FEW**

HONS 100 004 | Thomas Lavallee | Foreign Language: Chinese | **SEW**

Inspired by Han Shaogong's *A Dictionary of Maqiao*, we will create our own dictionary of campus life. Students define terms and phrases that capture the realities of learning, working, and living in college, transforming personal experience into a shared lexicon of meaning.

WHAT IT MEANS TO LEARN

HONS 100 005 | Zachary Riebeling | JMHP | **FEW**

HONS 100 006 | Zachary Riebeling | JMHP | **SEW**

Through discussion, exercises, and close reading, we will explore what it means to be educated and how educational systems shape individuals and societies. Students consider classical and contemporary perspectives on education and reflect on their own experiences, linking personal learning to broader cultural debates.

NAVIGATING THE UNKNOWN

HONS 100 007 | Jennifer Logue | Educational Leadership | **FEW**

What are the biggest questions facing education today, and how do we prepare to answer them? Through reading, discussion, and reflection, students consider education not as a finished product but as an ongoing journey into uncertainty, possibility, and the challenges of a changing world.

POWER, KNOWLEDGE, & LIBERATORY LEARNING

HONS 100 008 | Jessica Hutchins | JMHP | **FEW**

HONS 100 009 | Jessica Hutchins | JMHP | **SEW**

We will examine how knowledge is created and how it connects to power and liberation. Drawing on critical theories of education, students investigate the ways learning can reinforce systems of oppression or instead open spaces for resistance, empowerment, and transformation. Together we will ask what liberatory learning might look like in practice.

TRAINING, SOCIALIZATION, INDOCTRINATION, CHANGE

HONS 100 010 | Thomas Foster | Physics | **SEW**

"We don't need no education; We don't need no thought control." From classrooms to corporate seminars, people are constantly trained, socialized, or indoctrinated. We will investigate how institutions shape thought and behavior, sometimes reinforcing the status quo and sometimes driving change. Students engage educational theory, cultural critique, and case studies to see how education operates as both a tool of power and a site of resistance.

HONS 200: GLOBALIZATION

SOCIAL MEDIA & GLOBALIZATION

HONS 200 001 | Timothy Staples | East St. Louis Center | **FEW**

We will examine the relationship between social media and globalization. Students explore how platforms like Facebook, Twitter, and TikTok impact communication, culture, politics, and economies. Attention is given to both the opportunities for connection and the risks posed by disinformation.

ECONOMIC DEVELOPMENT & GLOBAL WELL-BEING

HONS 200 002 | Laura Wolff | Economics | **FEW**

How does economic development promote human well-being? We will explore the mechanisms of globalization and economic growth, with particular attention to the United Nations Sustainable Development Goals. Students analyze connections between policy and lived experience, considering how global strategies shape equity, opportunity, and long-term human flourishing.

FINDING YOUR GLOBAL SELF

HONS 200 003 | Ariel Belasen | Economics | **SEW**

How do global forces shape who we are? We will explore trade, food, language, and migration as forces that connect personal identity to global contexts. Students consider how culture and community stretch beyond borders, opening new ways of belonging in an interconnected world.

GLOBALIZATION FOR WORKERS

HONS 200 004 | Edward Navarre | Chemistry | **SEW**

We will examine globalization from the perspective of workers. Students analyze how global forces reshape labor markets, employment practices, and worker identities, while also considering how workers respond to these pressures through organization, resistance, and the creation of new forms of solidarity that continue to emerge in a globalized world.

PLAY!

HONS 200 005 | Gillian Acheson | Geography | **FEW**

Play is not just for childhood. We will explore the role of play in creativity, culture, and well-being, experimenting with different forms of imaginative activity. Students reflect on how joy, games, and playfulness shape human development and continue to enrich lives at every stage.

DIVERSE IN CULTURE, UNIFIED FOR EQUALITY: MEDIA AND GLOBAL LGBTQ+ PROGRESS IN A TIME OF BACKLASH

HONS 200 006 | Gary Hicks | Mass Communication | **FEW**

How do media portrayals of LGBTQ+ communities reflect and influence culture, law, and politics worldwide? Students analyze global attitudes through data sets and public opinion research while reading and viewing news, entertainment, and campaigns. The course examines media as a powerful force shaping identity, rights, and social change.

GLOBAL MEDITATION PRACTICES: TRADITIONS, TECHNIQUES, & TRANSFORMATIONS

HONS 200 007 | Juliet Gray | JMHP | **FEW**

We will explore meditation as both spiritual and secular practice, tracing its roots across world traditions and its modern adaptations in psychology and wellness. Students engage in guided techniques and critical analysis, considering how meditation intersects with identity, trauma, social justice, and the search for meaning. *No prior experience with meditation is required.*

CARIBBEAN CRUCIBLE OF GLOBALIZATION

HONS 200 008 | Jessica Hutchins | JMHP | **FEW**

The Caribbean has long been a crucible of globalization, shaped by colonialism, slavery, migration, and cultural exchange. We will study how African diasporic histories and global forces transformed identity, labor, and politics in the region. Students explore literature, history, anthropology, and music to understand resilience in a world marked by oppression and exchange.

HONS 300: 21ST CENTURY IDENTITIES

“TOTO, I’VE A FEELING WE’RE NOT IN KANSAS ANYMORE...”: LOCATION & IDENTITY

HONS 300 001 | Johanna Schmitz | Theatre & Dance | **FEW**

What does it mean to lose and remake a home? We will explore identity through the literature of migration and exile, tracing themes of dislocation, nostalgia, and belonging. From The Wizard of Oz to modern refugee narratives, students analyze how stories of departure and return reflect cultural identities and reimagine the meaning of home.

IMMIGRANT IDENTITIES IN THE 21ST CENTURY

HONS 300 002 | Sorin Nastasia | Applied Communication | **FEW**

How do immigrants navigate identities shaped by both heritage and new homelands? We will examine 21st-century immigrant experiences through literature, film, history, and cultural analysis. Students consider how migration reshapes family, labor, politics, and belonging, while highlighting voices of resilience and the tensions of living between cultures.

RELIGION & SEXUALITY

HONS 300 003 | Matthew Schunke | Philosophy | **SEW**

We will explore the complex dynamics of religion and sexual identity in the 21st century. Students consider not only the adversarial tensions often present between faith and sexuality, but also the lived experiences of those who identify as both queer and religious, navigating identity and belief.

LGBTQ+ IDENTITIES

HONS 300 004 | Robyn Berkley | Marketing | **SEW**

We will explore LGBTQ+ identities across times and cultures through literature, film, history, and theory. Students examine diverse experiences and the intersections of sexuality and gender with race, class, and culture. Emphasis falls on social, political, and historical forces alongside the voices of resilience and resistance that continue to shape LGBTQ+ communities.

EXPLORING IDENTITY & SOCIAL CHANGE THROUGH MEMOIR

HONS 300 005 | Anushiya Ramaswamy | English | **FEW**

We will read Sandra Cisneros' *The House on Mango Street*, a story of growing up Latina, poor, and female in Chicago. Students consider race, class, gender, and immigration, examining how Esperanza's dreams of a better life open conversations about identity, trauma, resilience, and the ongoing relevance of Cisneros' vision.

DUAL NARRATIVES OF ISRAELI & PALESTINIAN HISTORY

HONS 300 006 | Ezra Temko | Sociology | **SEW**

We will explore the centuries-old Israeli–Palestinian conflict. Students read both Palestinian and Israeli accounts, comparing where narratives diverge and overlap. Together we consider how competing histories shape identity and reveal the intricacies of one of the world's most enduring and contested struggles.

DESIRE IN THE DIGITAL AGE

HONS 300 007 | Graham Slater | Educational Leadership | **FEW**

Is desire an individual matter or a social phenomenon? We will investigate intimacy in the digital age, from dating apps to online fandoms. Students explore how technology mediates relationships, reshapes communities, and redefines what it means to want and to be wanted.

RACIAL PASSING IN FILM & LITERATURE

HONS 300 008 | Donovan Ramon | English | **FEW**

Passing refers to crossing socially constructed boundaries of race to create new identities. We will explore how racial passing is represented in literature and film, examining how these stories expose social tensions, raise questions of belonging, and complicate ideas of identity.

ART & IDENTITY: BECOMING & ITS OPPOSITION

HONS 300 009 | Joseph Kohlburn | Library & Information Services | **SEW**

Through the lens of the artist's identity, we will examine visual culture and the complexities of human experience. Students explore comix, film, painting, and theory while reflecting on self-discovery and creative expression. The course culminates in a project that combines critique with original artistic work.

HONS 250: PATTERNS IN HUMAN ENDEAVORS

APOCALYPSE

HONS 250 001 | Zachary Riebeling | JMHP | **16W**

Why do we search for an ending, and what do we hope it brings? From myth and scripture to novels and film, apocalyptic visions have long shaped human imagination. We will explore how cultures envision catastrophe and renewal, with particular attention to modern portrayals of the end and the possibilities imagined beyond it.

GLOBAL(IZED) RELIGION

HONS 250 002 | Ian Caveny | JMHP | **16W**

To “think religiously” is to see traditions as living and responding to change. Together we consider Catholicism, Buddhism, and other traditions in light of globalization, migration, technology, and social change. Readings, discussion, and local fieldwork connect academic study to the lived realities of communities in St. Louis and beyond.

ACCIDENTS

HONS 250 004 | Josie DeGroot Brown | Applied Communication | **16W**

"It was an accident!" Or was it? From car wrecks to plane crashes, natural disasters to industrial failures, we will investigate the causes and consequences of accidents. Students analyze accidents as social phenomena, questioning what it means to assign blame or responsibility.

HONS 320A: PROBLEMS IN SOCIETY & CULTURE

THE POST/COLONIAL NEW WORLD

HONS 320A 001 | Jessica Hutchins | JMHP | **16W**

European arrival in the Caribbean reshaped race, gender, labor, and governance. We will examine the legacies of colonialism, from conquest and enslavement to independence movements. Literature, history, and theory reveal postcolonial identities, highlight voices of resistance, and trace ongoing negotiations of power that still define the Caribbean today.

LANGUAGE, IDENTITY, & DISCRIMINATION IN THE UNITED STATES

HONS 320A 002 | Seran Aktuna | English | **16W**

Can you be discriminated against because of language? We will examine how identity and belonging intersect with speech in the United States. Students explore the politics of dialect, accent, and bilingualism, considering how language can both empower individuals and serve as a tool of exclusion.

ANCIENT MYTHS/MODERN RETELLINGS

HONS 320A 003 | Nancy Ruff | English | **16W**

Ancient Greek and Roman myths lie at the foundation of Western culture, presenting patriarchal archetypes that often cast women as villains. We will examine portrayals of goddesses and women in the original texts alongside modern retellings, considering how reimagined voices enrich these ancient archetypes and reshape enduring stories.

HONS 320B: PROBLEMS IN SCIENCE & TECHNOLOGY

PAIN & SUFFERING

HONS 320B 001 | Keith Hecht | Pharmacy | Alison Reiheld | Philosophy | **16W**

Into every life will come pain and suffering, but what do they mean? We will explore literary, philosophical, and religious approaches to suffering, asking how societies interpret hardship, how individuals search for meaning, and how art and ritual respond to human vulnerability and resilience.

INTRODUCTION TO SOUND STUDIES

HONS 320B 002 | Evelyn Malinowski | JMHP | **16W**

Sound studies investigates how sound shapes human experience. We will examine sound in music, media, and everyday life, analyzing how listening practices influence culture, identity, and ways of knowing. Students gain tools for thinking about sound as central to society.

COURSE INFORMATION IN PROGRESS

HONS 320B 004 | Faculty In Progress | JMHP | **16W**

Course details forthcoming. Full title and description will be updated once confirmed by the faculty instructor.



The Pursuit

Take a Look at Spring 2026 Catnip



**Monday Sep 8th, 2025, 8:00 AM – Sunday Oct
26th, 2025, 12:00 AM**

Your next semester is full of possibilities, and Catnip is here to help you spot them early. It's a quick, scrollable preview of Spring 2026 honors courses, designed to give you just enough info to get excited without overwhelming you.

Even if you're not sure what to take, browsing Catnip now will help you ask better questions, explore new options, and walk into your advising meeting ready to plan something great.

To complete this activity:

1. Review the Catnip course previews
2. For credit, scan the QR code at the end