<table>
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<tr>
<th>Subject</th>
<th>Course Number</th>
<th>CRN</th>
<th>Credit Hours</th>
<th>Gen Ed Code</th>
<th>Course Title</th>
<th>Honors Area</th>
<th>Instructor</th>
<th>Meeting Times</th>
<th>Course Description</th>
<th>Additional Notes</th>
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</thead>
<tbody>
<tr>
<td>ART</td>
<td>1303</td>
<td>24135</td>
<td>3</td>
<td></td>
<td>Honors Visual Thinking: Form and Space</td>
<td>Humanities</td>
<td>Teckemeyer</td>
<td>MW 0830-1120</td>
<td>Investigation of fundamental design principles of form through the process of object making. Students explore concepts of interaction between form, space and movement through developing approaches to the construction and manipulation of materials. Provides experience with a variety of three-dimensional media and develops skills in observation, craft and technique. Emphasis is placed on interdisciplinary learning through lectures, discussions, critiques, and the process of making objects. Course previously offered as ART 2203.</td>
<td>Course Type - In Person This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>EEE</td>
<td>3031</td>
<td>26567</td>
<td>1</td>
<td></td>
<td>Entrepreneurial Value Creation in Society: Honors</td>
<td>Social Sciences</td>
<td>Trost</td>
<td>R 1630-1720</td>
<td>This 1-hour honors seminar presents an intellectual framework for understanding the economic and ethical implications of the forces that promote or hinder the creation of value in society. In particular, students will engage in readings, discussions, and periodic interactions with guest lecturers, related to topics such as: individual liberty and responsibility, economic freedom, fairness and equality, scarcity and property rights, intellectual property, competition and anti-competition, cronyism and despotism, and globalization and free trade. The aforementioned topics will be examined and discussed within the context of governments, institutions, business entities, and consumers, and their collective impact on innovation, entrepreneurship, and advances in societal well-being. This seminar should be of interest to students from diverse majors and backgrounds. There are no prerequisites.</td>
<td>Course Type - In Person This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>EEE</td>
<td>3673</td>
<td>26780</td>
<td>3</td>
<td></td>
<td>Business Model Discovery: Honors</td>
<td>Social Sciences</td>
<td>Gajan</td>
<td>MW 1600-1715</td>
<td>Course teaches the fundamentals of testing the feasibility of a business idea and building an effective business model around a business concept. May not be used for degree credit with EEE 3023.</td>
<td>Course Type - In Person This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>ENGL</td>
<td>3123</td>
<td>30155</td>
<td>3</td>
<td>H</td>
<td>Mythology: Honors (H)</td>
<td>Humanities</td>
<td>Ross</td>
<td>MWF 1130-1220</td>
<td>This course will take as its starting point two facts: myths transform radically over time; myths often take transformations as their subjects. We will get to know some of the most often reinvented mythical figures, like Tiresias and Orpheus, some of the most widely retold myths, such as the story of Eros and Psyche, and encounter mythical women who become trees, stones, birds, bears, echoes, and stars. The readings will draw mostly from the reservoirs of Ancient Greek and Roman myth, but dip into other cultural and literary traditions as well.</td>
<td>Course Type - In Person This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>HDFS</td>
<td>2113</td>
<td>26655</td>
<td>3</td>
<td>S</td>
<td>Lifespan Development: Honors (S)</td>
<td>Social Sciences</td>
<td>Shepard</td>
<td>TR 0900-1015</td>
<td>Course Type - In Person This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>HIST</td>
<td>3980</td>
<td>22334</td>
<td>3</td>
<td></td>
<td>Global France: Honors</td>
<td>Humanities</td>
<td>Griswold</td>
<td>TR 1030-1145</td>
<td>Welcome (&quot;bienvenus!&quot;) to an interdisciplinary time-jump into &quot;Global France.&quot; Privileging diverse sources and methodologies, we will explore the streets of Paris at the turn of the twentieth century, track public health officials and missionaries in French colonial Vietnam, follow the Algerian soldiers who liberated southern France from Nazi rule in World War II, and learn how to historicize France's World Cup-winning soccer team into the present day. The point of the course is to trace the history behind 21st-century France's &quot;global&quot; nature, with a special focus on how cities have forged that diversity. To do that, we will examine four cities in particular: Paris, Hanoi, Algiers, and Marseille. Along the way we will meet with scholars who are experts on these cities, as well as curate two weeks of roundtable talks on the pressing issues that face &quot;Global France&quot; today.</td>
<td>Course Type - In Person This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>HONR</td>
<td>1000</td>
<td>30623</td>
<td>3</td>
<td>S</td>
<td>Cults in American Society: Honors (S)</td>
<td>Social Sciences</td>
<td>Thomas</td>
<td>TR 1030-1145</td>
<td>What is a cult and why would someone become a member? From a sociological and social psychological perspective, this course will examine theoretical constructs based on empirical observation to answer these questions. By exploring the criteria for what constitutes a cult, common typologies, dynamics of charismatic leadership, the social context in which these groups formed their core beliefs, and the group processes that keep people from leaving, this course will prepare students to critically analyze related social phenomena and make informed and reasoned decisions as citizens of a diverse society. Specific groups covered are The Peoples Temple, Charles Manson and the Family, Heaven's Gate, The Family International (Children of God), FLDS, Branch Davidians, Rajneeshes, NXIVM, and Scientology.</td>
<td>Course Type - In Person This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>Course</td>
<td>Type</td>
<td>Credits</td>
<td>Hours</td>
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<td>Honors Executive Book Club</td>
<td>In Person</td>
<td>1</td>
<td>TR</td>
<td>1200-1250</td>
<td>Hallgren</td>
<td>The book club, the idea is to select a title and read it together for the first time to learn about and respond to the ideas it presents.</td>
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<tr>
<td>Disney and Culture: Honors</td>
<td>In Person</td>
<td>3</td>
<td>MWF</td>
<td>0930-1020</td>
<td>Wells</td>
<td>The Executive Book Club is a one-hour Honors seminar. In the spirit of a book club, the idea is to select a title and read it together for the first time to learn about and respond to the ideas it presents.</td>
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<tr>
<td>Eloquent Persuasion for the 21st Century: Honors</td>
<td>In Person</td>
<td>2</td>
<td>TR</td>
<td>1200-1250</td>
<td>Holmes</td>
<td>This course will take a largely historical approach to the cultural and industrial significance of the Walt Disney Company. We will focus extensively on the history of the original Disney Studios during the classical (pre-1950s) Hollywood era, as well as on its rebranding in the second half of the 20th Century as a major presence in a postwar, multimedia leisure culture that involved television, theme parks and music. We will also spend considerable time on its emergence since the 1990s as the modern media conglomerate it's known as today. Attention will be paid to other related brands, such as Pixar, LucasFilm, and Marvel, as well as the cultural and ideological questions surrounding its prominent, perhaps singular, role within today’s entertainment industries. Students should be aware that they will be expected to assume the role of discussion leader for at least one session throughout the semester (based on a particular topic and/or reading). Grades will be based on written work, participation, and presentations.</td>
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<tr>
<td>Exploring the Medical Profession through an Osteopathic Perspective (Honors)</td>
<td>In Person</td>
<td>1</td>
<td>M</td>
<td>1230-1320</td>
<td>Hackler</td>
<td>This seminar will provide an overview of specialties within the practice of medicine presented by clinical faculty from OSU College of Osteopathic Medicine. The seminar will broaden students' understanding of the medical profession, explain how osteopathic medicine is used to treat patients, and share how OSU Center for Health Sciences is creating pathways for students to practice medicine in rural and underserved communities. This class is suitable for any student interested in pursuing a career in medicine. If you are interested in a permit, email <a href="mailto:shelley.schauer@okstate.edu">shelley.schauer@okstate.edu</a>. Permits will only be issued to students intending on attending medical school.</td>
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<tr>
<td>Global Warming and Human Use of Earth: Honors (N)</td>
<td>In Person</td>
<td>3</td>
<td>MWF</td>
<td>0930-1020</td>
<td>Hallgren</td>
<td>The course uses scientific analysis to focus on recent phenomena that suggest accelerated global warming is caused by human intervention in natural processes and mechanisms. Thorough discussion of the scientific method prepares the student to critically analyze new knowledge about global warming presented throughout the course. Students learn to use the language, concepts, methodologies and models of science to critically analyze the physical and biological components of the Earth system and how they have interacted since its origin until present to create the Earth that is ours. Students learn the mechanisms and consequences for human caused changes in the atmosphere, biological diversity and terrestrial vegetation that can lead to global warming. This information informs students about human impacts on the natural environment, predictions of future global change, the scientific bases for global change assessments, and policy measures.</td>
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<td>Built from the Fire: The Epic Story of Tulsa's Greenwood District, America's Black Wall Street.</td>
<td>In Person</td>
<td>1</td>
<td>T</td>
<td>1330-1420</td>
<td>Wells</td>
<td>Enrollment is limited to 10; to obtain a permit for this class please e-mail Shelley.Schauer (<a href="mailto:shelley.schauer@okstate.edu">shelley.schauer@okstate.edu</a>).</td>
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This Course can be used to meet the Honors Seminar Requirement.
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<tr>
<th>Course Code</th>
<th>Section</th>
<th>CRN</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
<th>Description</th>
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<td>HONR 1000</td>
<td>1</td>
<td>25185</td>
<td>1</td>
<td>Social Sciences</td>
<td>Sullivan</td>
<td>T 1630-1720</td>
<td>This one-hour seminar introduces students to scholarships, fellowships, research programs, international study, and other unique opportunities at OSU and beyond. Students receive guidance and develop skills needed to prepare competitive applications including writing personal statements, giving presentations, interviewing, and building relationships with academic and professional mentors. In addition to participating in lively class discussion, students will interact with former nominees and recipients of national awards as well as campus advisors for each program. This course presents students with exciting opportunities that prepare them for the future, whether they are applying for prestigious scholarships, seeking admission to top graduate schools, or pursuing highly competitive professional positions.</td>
</tr>
<tr>
<td>HONR 1000</td>
<td>3</td>
<td>23973</td>
<td>2</td>
<td>Humanities</td>
<td>Eaton</td>
<td>TR 1500-1615</td>
<td>This unique service-oriented class engages students in the planning and execution of three prestigious K-12 S.T.E.A.M competitions (science, technology, engineering, art, and mathematics). These include the Great Plains Regional Junior Science and Humanities Symposium (Feb 24, 2024), the Oklahoma State Science and Engineering Fair (March 8-9, 2024), and Oklahoma Odyssey of the Mind State Competition (March 30, 2024). Students will learn how these competitions support the future generation of S.T.E.A.M. scholars, as well as direct and organize key aspects of each event. Across these events, students take on leadership roles, support event judges, and host interactive activities for participants and their families. Join the Honors K-12 S.T.E.A.M team to provide service to bright and energetic young students during three prestigious research competitions.</td>
</tr>
<tr>
<td>HONR 1000</td>
<td>3</td>
<td>26664</td>
<td>3</td>
<td>Humanities</td>
<td>Andrews</td>
<td>MW 1600-1715</td>
<td>What is creative genius? Does it strike like lightning or build like a storm? Are creative geniuses blessed by the muses or are they simply working with the right materials, at the right time? This course interrogates the myth of creative genius by critically questioning the nature of invention while solving current Odyssey of the Mind (Odyssey) problems. By critically unpacking biographies, narratives and historical mythos that cloud the invention process, students will gain hands-on experience identifying, developing, and employing their own personal artistic and scientific processes for solving unconventional problems. Students will work as teams to solve a long-term Odyssey of the Mind problem and compete at the Oklahoma State Odyssey of the Mind competition @ OSU, with the possibility of competing at the world finals at the end of May.</td>
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<tr>
<td>HONR 1000</td>
<td>1</td>
<td>26879</td>
<td>1</td>
<td>Social Sciences</td>
<td>Loughridge</td>
<td>W 0830-0920</td>
<td>In order to build a theoretical framework for policy analysis, we will use readings on three periods of extraordinary challenge: The Great Depression, the Cuban Missile Crisis and 9/11. The Great Depression since it provides an opportunity to familiarize students with the Dust Bowl and link it to our Oklahoma history; the Cuban Missile Crisis because of a) the availability of an extraordinary book covering policy in that period by Graham Allison, and b) the accessibility of the events as presented in the movie, &quot;Thirteen Days&quot;; and 9/11. The instructor will be able to bring some inside perspective, having worked in the White House and for the Secretary of Defense in the near aftermath of the crisis. Having built a framework for understanding policy-making during the first half-dozen sessions, we will review of the ongoing COVID-19 policy response, using the Oklahoma experience as a case study. Given the instructors access to individuals central to Oklahoma's response - his own experience in leading a portion of the policy enterprise - we anticipate having multiple guest speakers with first-hand knowledge of the State's pandemic response.</td>
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<tr>
<td>HONR 1000</td>
<td>2</td>
<td>25354</td>
<td>2</td>
<td>Social Sciences</td>
<td>Holmes</td>
<td>TR 0900-0950</td>
<td>The goal of this course is to learn how to negotiate. This is intended for students of all backgrounds and career fields. The textbook will be &quot;Getting to Yes: Negotiating Agreement Without Giving In&quot;, Second Edition, 163 pages, written by Roger Fisher, William Ury, and Bruce Patton, all at the Harvard Negotiation Project. It teaches principled negotiation methods universally applicable to personal and professional disputes, whether involving: &quot;...parents and children, neighbors, bosses and employees, customers or corporations, tenants or diplomats&quot;. The course will include lectures with discussion and short papers on the book, and then move to actual negotiations in class by the students based on common situations.</td>
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**Course Type:** In Person

**Requirement:** This Course can be used to meet the Honors Seminar Requirement.
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<th>Course Code</th>
<th>Type</th>
<th>Title</th>
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<tr>
<td>HONR 1000 31050 3</td>
<td>Psychological Issues in Video Games: Honors</td>
<td>Rose TR 1330-1445</td>
</tr>
<tr>
<td>HONR 1000 28800 1</td>
<td>Research as a Foreign Language for Future Health Professionals: Honors</td>
<td>STEM Joyce M 1430-1520</td>
</tr>
<tr>
<td>HONR 1000 24580 3</td>
<td>They Wouldn't Put It on the Internet if It's Not True: Information Literacy in Post-Truth Era: Honor</td>
<td>Reiter TR 1500-1615</td>
</tr>
<tr>
<td>HONR 1113 24454 3</td>
<td>Honors Active Aging for L.I.F.E. (DS)</td>
<td>Roberts MW 1430-1545</td>
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</table>

This honors seminar will explore issues in psychology through the lens of video games using specific examples from a variety of mainstream and independent video games. This seminar covers a variety of psychological concepts connected to video games and will be explored through a combination of lectures and class discussions. Gameplay Discussion days will have the class collaboratively playing through selected games as we discuss issues that emerge through the gameplay during class. The work of video game researchers James Paul Gee, Jane McGonigal, and the instructor’s own research will be presented to help provide the theoretical framework for exploring issues of video games. This course specifically explores psychological issues such as stress, motivation, personality, learning, emotional connections, friendship, social influences, diversity, and depictions of mental health in video games.

This seminar will provide students an opportunity to begin to read, understand, and speak the foreign language of research. We will, together, read 2-3 research articles related to current nutrition and health hot topics and thoroughly dissect each section. We will cover things like: what is an abstract and how do you use it properly, what are the sections of an introduction, what information can be pulled out of an introduction, what resource gold mine lies hidden in the introduction, what does a good purpose statement include, what is the dependent variable and how do you know, etc.? This class will use nutrition and health hot topic research articles to teach lessons, but lessons will be applicable to anyone interested in research or in a field that relies on research to guide practice.

This course provides an overview of essential concepts and skills needed for success in navigating an increasingly uncertain and perilous information landscape. Awareness of, access to, and quality of information have demonstrable impacts on social, economic, academic, and political well-being. This course will address issues of access, use, creation, and dissemination of information and how it affects particular populations of people, with an emphasis on historically marginalized and underrepresented groups. Students will learn to locate, access, use, evaluate, organize, create, and present information effectively for personal and academic research needs. Students will examine biases within each of those paying particular attention to issues of race, gender, class, sexuality, ethnicity, and other personal, political, and socioeconomic factors. Students will also improve their understanding of authority and trust, value of information, the nature of scholarly conversation, and the nature of inquiry and exploration.

Demographic factors tell us that the number of adults age 65 and older will nearly double by 2030. A holistic and proactive approach to providing positive outcomes in aging requires integrated strategies focusing on providing environments and organizational structures to support this demographic shift. Active aging is a framework first developed by the World Health Organization in order to optimize opportunities for health, participation and security in order to enhance quality of life as people age. Active aging allows people to realize their potential for physical, social and mental well-being throughout the life course. In this honors seminar you will acquire a great deal of information on a wide range of topics in order to build your personal understanding of the relationships between Longevity, Independence, Fitness and Engagement for active aging. This will require the overlapping of several domains such as environmental psychology, cognitive science, sociology, physiology, architectural and interior design, human geography, assistive technology, nutrition and physical and cognitive fitness. This course will include selected readings for each module topic; web-based tools and resources that can be used beyond the course; short experiential learning activities; group discussions via message boards, a short reflective writing assignments and a final team project.
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<tr>
<th>CRN</th>
<th>Credits</th>
<th>Day/Time</th>
<th>Instructor</th>
<th>Department</th>
<th>Title</th>
<th>Course Type</th>
<th>Notes</th>
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<tbody>
<tr>
<td>HONR 1133</td>
<td>3</td>
<td>TR 1330-1445</td>
<td>Decker</td>
<td>Humanities</td>
<td>Place as Text: New York City (Honors)</td>
<td>This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>HONR 2073</td>
<td>3</td>
<td>TR 1030-1145</td>
<td>Miller</td>
<td>Humanities</td>
<td>The Story of Lizzie Borden: Axe Murder in American Culture (Honors) (DH)</td>
<td>This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>HONR 2093</td>
<td>3</td>
<td>TR 1200-1315</td>
<td>Miller</td>
<td>Humanities</td>
<td>Tornadoes in American Culture Honors (H)</td>
<td>This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>HONR 3023</td>
<td>3</td>
<td>TR 0900-1015</td>
<td>Andrews</td>
<td>Humanities</td>
<td>Contemporary Cultures of the Western World in Mexico: Honors (HI)</td>
<td>Course Type - Other This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>HONR 3053</td>
<td>3</td>
<td>MWF 1330-1420</td>
<td>Recker</td>
<td>Humanities</td>
<td>Biology, Race, and Gender: Honors (DH)</td>
<td>Course Type - In Person This Course can be used to meet the Honors Seminar Requirement</td>
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<tr>
<td>HONR 3063</td>
<td>3</td>
<td>MWF 1130-1220</td>
<td>Jones</td>
<td>Humanities</td>
<td>Honors Jane Austen: Life, Art, and Influence (H)</td>
<td>Course Type - In Person This Course can be used to meet the Honors Seminar Requirement</td>
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In 1892, Lizzie Borden was accused of killing her father and stepmother with an axe. She was eventually acquitted, but her story had captured the American cultural imagination. This course will take a chronological approach to the history of the Lizzie Borden story as it evolves from news reports contemporaneous to the case through broadsides and early true-crime takes to fictionalized versions in the form of short stories, poems, novels, plays, a ballet, an opera, and multiple film versions. Specifically, we will consider how changing concepts of gender shape the way in which the story gets told in different media and in different moments in American history. Ultimately, we will ask what it says about American culture that - for better or for worse - we simply cannot let Lizzie go!

This honors seminar will offer the opportunity to analyze ideas about tornadoes in relation to historical and contemporary American cultures. We will look at how tornadoes shape regional identities, produce diverse narratives, and influence art, literature, and film.

In this three-credit hour course (Led by Dr. John Andrews And Dr. Christine Thomas) we will explore the rich culture of Central Mexico through reading, discussion, and international travel. This class will use a City-As-Text Curriculum, which means the contemporary culture of Central Mexico (specifically Puebla, Mexico City, and La Preciosa) will be our object of study and will emphasize experiential learning and reflective writing. We will explore contemporary life in Central Mexico through reading, discussion of topics including modernization and cultural identity formation, and numerous excursions and activities aimed at developing interdisciplinary understanding. There are no prerequisites, and the class is open to all majors.

Biology, Race, and Gender - Critical interdisciplinary investigation of relationships between biological theory (especially Darwinism) and social and ethical issues. Attention to views of alleged biological aspects of perceived racial and gender differences and attempts to implement these views socially, legally, and medically in the United States and elsewhere. This class is designed for upper class students and restricted to those with Junior standing or above - you should be in your third or fourth year in Honors to take it.

An author who continues to speak to generations of readers centuries after her death, Jane Austen wrote a half dozen novels that became classics within a few decades of their creation. This course examines the distinct features of the writing that accounts for her significant accomplishments - not just on the development of the novel but her influence on those novelists who followed her.

New York City is simply inexhaustible—no place on earth could be more so. Whatever your passion, NYC amply delivers. Building on a few core readings that will provide a grounding in its history and diverse cultures, this course will ask students to identify some aspect of NYC that addresses a keen individual interest. This could be anything: Ellis Island to the garment industry, Broadway musicals to Wall Street trading, '70s crack epidemic to contemporary homelessness, Ashcan School to Andy Warhol's Factory, Brooklyn Bridge to Statue of Liberty, Stonewall Riots to Central Park Five, Battle of Long Island to 9/11, Harlem Renaissance to South Bronx Hip-Hop, Brooklyn Dodgers to NY Liberty, your own NYC family history, NYC as portrayed in art, film, song, fiction, poetry. The capstone project will involve a multimedia presentation that reflects individual research into your special interest. While we will not, as a class, embark on an actual visit to NYC (although you may want to go on your own during spring break), student presentations based on the capstone project will constitute a virtual tour.