

Spring 2023 Honors College Special Topics Courses



UHC 397-993-35506; Colloquium: Personalized Medicine-HONR; Dr. Amanda Brodeur & Dr. Amy Hulme; TR 2:00-3:15; Kampeter 426; Traditional Format

This course will take an in-depth look at Personalized Medicine in the U.S. Health Care System today from the pharmacologic and genetic perspectives. Emphasis is placed upon discussion and individual research projects through a problem or patient-based approach. Students will be required to analyze genomic information and contribute to intellectual exchange surrounding personalized health care provision.

Pre-requisite: 50 credits hours and **BMS 230, 231, or BIO 235.**

UHC 397-995-41950; Colloquium: The Holocaust & Human Experience-HONR; Prof. Kenneth R. Elkins; TR 5:00-6:15; Strong 350; Traditional Format

At a symposium on "The Holocaust Century: Implications and Anxieties" in 1973, Elie Wiesel, Holocaust survivor and one of its most outspoken and influential Witnesses, observed that "As the central event of our lifetime . . . [t]he implications of the Holocaust are endless, covering all areas of human endeavor. The Holocaust calls into question all that was obtained through knowledge for the last thirty centuries." Join us as we consider these most enduring questions about human experience and nature: about our struggles with good and evil, about what the Holocaust means, and about what we can learn from it. Beyond these broader questions, we will also have the opportunity to consider your questions about this most terrible of human events. Throughout our studies, reflections, and conversations, we will also explore many of the wide range of human expressions about the Holocaust: memoirs, scholarly works, fictional works, poetry, theater, documentaries and movies, various art forms, music and song, architecture, and more as we seek to grasp our own insights and lessons from what Wiesel declared "there is no tragedy like it."

Pre-requisite: completion of 50 credit hours.

UHC 397-998-37387; Colloquium: The Gilded Age & the Progressive Era-HONR; Dr. Worth R. Miller; MWF 10:10-11:00; Strong 306; Traditional Format

This course will deal with the course of rapid industrialization during the late 19th and very early 20th centuries. America was the #4 industrial nation in 1860. By 1900, our value of manufactured goods not only put us in 1st place, but also equaled that of the three nations (Britain, France, and Germany) that we passed during the late 19th century. America's Captains of Industry, of course, took most of the credit. But, rapid economic development also created victims, who were more likely to view America's industrial elite as Robber Barons because of the unsavory tactics they used to get to the top. Students will read a biography of Andrew Carnegie (the most admirable of these industrialists) and a novel by Edward Bellamy that subtly criticizes the world that the Robber Barons created.

The course will then deal with two reform movements that attempted to address the problems of late 19th century America, Populism and Progressivism. Populists called for some rather radical changes, including government banks and railroads. Progressives were more moderate in their demands. Students will be asked to ponder what exactly constitutes “Progress” –quantifiable material advance or the quality of life for those at the bottom of society. We will also debate such issues as the proper gap between rich and poor and the proper role of government – laissez-faire, regulation, or something else.

Pre-requisite: completion of 50 credit hours.

UHC 397-999-37333; Colloquium: Literature & Democracy-HONR; Dr. Lanya M. Lamouria; TR 11:00-12:15; Siceluff 216; Traditional Format

TBA

Pre-requisite: 50 credits hours

UHC 410-993-37561; Seminar: Global Healthcare & Population Genetics-HONR; Dr. Amanda Brodeur & Dr. Colette Witkowski; M 9:05-11:00, T 12:30-2:20; Kampeter Hall; Traditional Format

As part of this course, students will engage in research to explore the role of population genetics in the delivery of healthcare in America and beyond. Students will also engage in a hands-on research study to understand how knowledgeable MSU students in healthcare majors believe they are in the practice of culturally-competent medicine.

This course satisfies the BMS 494 course requirement for Cell & Molecular Biology majors.

Pre-requisites: **BMS 521** and completion of 90 credit hours.

UHC 410-994-37560; Seminar: 1900-2000: A Century of Artistic and Cultural Crisis in Europe & America-HONR; Dr. Amy F. Muchnick; TR 2:00-3:15, Strong 306; Traditional Format

The art forms of music, literature, dance, photography, visual art and architecture are explored through the context and backdrop of political and social currents of the century in both Europe and the United States. Students will investigate how different forms of art speak to one another and investigate how they form a “human” statement of the time in which it was created. Our modern “mirror” will be a continued comparison of past and future.

Recommended for students with 75 or more credit hours

UHC 410-995-37388; Seminar: Plains Indian Cultures-HONR; Dr. William C. Meadows; TR 9:30-10:45; Strong 409; Traditional Format

This course examines the origins, development, and traditional cultures of Native American groups in the North American Plains region. Topics will include the prehistoric record, historical influences, material

culture, subsistence, languages, social organization, trade, law and social control, warfare and alliances, art and religion.

Recommended for students with 75 or more credit hours.

UHC 410-999-28817; Seminar: *Body & Health in American Religion-HONR*; Dr. Philippa Koch; TR 11:00-12:15; Strong 409; Traditional Format

From debates over immunization to religious dieting cultures, this course explores how diverse religions have shaped human bodies in sickness and health in North America. Students will analyze, debate, and evaluate how religious thought and practice have interacted with medical advancements, social and cultural changes, and recurring ethical questions in the American context in the human pursuit to understand and change the body and its health.

Recommended for students with 75 or more credit hours.