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| **Course Nbr** | **Section Nbr** | **Class Nbr** | **Professor****Department** | **Course Title** | **Credit Hr.** | **Day/Time/****Room Nbr** |
| ***IFS 2003*** | ***1*** | ***11452*** | ***Amy Burdette******(Sociology)*** | ***Sexual Health in The Modern World*** | ***3******W*** | ***TuTh******11:00-12:15******HSF 2007*** |
| ***IFS 2029*** | ***1*** | ***11258*** | ***Joseph Pierce******(Geography)*** | ***Dead Cities*** | ***3******W*** | ***TuTh******12:30-1:45******HSF 2008*** |
| ***IFS 2034******\*Bryan Hall******Honor Students******Only*** | ***1*** | ***11454*** | ***Kathryn Tillman******(Sociology)*** | ***Racial Inequality in the U.S.*** | *3**W* | ***TuTh******2:00 – 3:15******BRY 0303*** |
| ***IFS 2035*** | *1* | 12545 | ***Keith Howard******(Modern Language)*** | ***(Re)Imagining Florida: From Spanish Colonialism to Today*** | *3**W* | *TuTh**12:30-1:45**DIF 214* |
| ***IFS 2036*****(Augmented)** | ***2*** | **13158** | ***Michael Kaschak******(Psychology)*** | ***Language: Body,Mind, and World*** | ***3******W*** | ***MoWeFr******11:15-12:05*** ***PDB A0106*** |
| ***IFS 2045******(Augmented)*** | ***2*** | ***13019*** | ***Andrew Frank******(History)*** | ***Making Chief Osceola*** | ***3******W*** | ***TuTh******12:30-1:45******HCB 208*** |
| ***IFS 2056*** | ***1*** | ***11453*** | ***Anne Barrett******(Sociology)*** | ***Gendered Bodies over the Life Course*** | ***3******W******Y*** | ***MoWe******11:00-12:15******HSF 2009*** |
| ***IFS 3037******(Augmented)*** | ***2*** | ***11738*** | ***Mia Lustria******(Information)*** | ***Introduction to EHealth*** | ***3******W*** | ***TuTh******9:30-10:45******LSB 0006*** |

**IFS 2003**

**Honors E-series: Sexual Health in the Modern World**

**Instructor: Amy Burdette**

**Website:** [**http://coss.fsu.edu/sociology/content/amy-burdette-0**](http://coss.fsu.edu/sociology/content/amy-burdette-0)

This course examines how gender –as it is embedded in individual, interactional, and institutional dimensions of society – gets woven into experiences of our bodies over the entire life course. We’ll explore two major themes: Our bodies bear the imprint of gender inequalities, and efforts to control or contain bodies – as well as resistance to these efforts – reflect gender politics. In exploring these themes, we will cover a wide range of substantive topics spanning the life course, including gendered bodies in preschool, menarche, childbirth,breastfeeding, cosmetic surgery, transsexuals, anorexia, sports, violence, Viagra, and widowhood. Course assignments include collecting and analyzing data for individual and group projects, keeping a sociological observation log, and taking field trips (e.g., art museums, a retirement community and toy Store).

**IFS 2029**

**Honors E-series: Dead Cities**

**Instructor: Joseph Pierce**

**Website:** [**http://coss.fsu.edu/geography/staff/jpierce.html**](http://coss.fsu.edu/geography/staff/jpierce.html)

Can cities like Detroit be saved, or are they destined ot become ghost towns? This course explores the nature of urban poverty, the relationship between pverty and urban success, and the reasons why some cities “fail” and shrink while others “succeed” and grow. Students will learn how scholars and planners understand urban decay, and propose an intervention in a specific city to help reverse (or reduce the negative implications of)shrinking cities.

**IFS 2034 \* Bryan Hall Honor Students Only**

**Honors E-series: Exploring Racial Inequality in the U.S.**

**Instructor: Kathryn Tillman**

Website: <http://coss.fsu.edu/sociology/content/kathi-tillman>

Racial inequality has been a persistent problem since the beginning of our history as a nation. Despite a move towards greater equality since the Civil Rights Movement, we continue to see significant and enduring racial/ethnic gaps in employment, education, and health outcomes, as well as many other indicators of well-being. In this E-series honors seminar we will explore the issue of contemporary racial inequality and the social factors that influence relations between and among different ethnic and racial groups in our country. Specifically, this course has been designed to provide students with information about trends and patterns of racial inequality in the U.S. today, allow them to explore competing explanations for continuing racial inequality, and challenge them to propose and critically assess ideas about potential mechanisms for change.

**IFS 2035**

**Honors E-series: (Re)Imagining Florida: From Spanish Colonialism to Today**

**Instructor: Keith Howard**

**Website:** [**http://www.modlang.fsu.edu/Programs2/Spanish/Spanish-Faculty/Keith-Howard**](http://www.modlang.fsu.edu/Programs2/Spanish/Spanish-Faculty/Keith-Howard)

Spaniards “discovered” and named Florida in the early sixteenth century and ruled over it for three centuries after that. In this class we will explore how the idea of Florida took shape and shifted in the minds of Spaniards throughout the three centuries that it was a colonial possession of the successive Spanish monarchs. To this end, we will read and discuss a selection of texts (in English translation) that reveal these Spainards’ hopes, triumphs and failures as they surveyed the land, fought with and evangelized the native populations, and defended their monarchs’ possession. Throughout, we will consider how our reconstruction of the Spanish vision of Florida may enrich and even alter our understanding of Florida today.

**IFS 2036**

**Honors E-series: Language:Body, Mind, and World**

**Instructor: Michael Kaschak**

**Website:** [**http://www.psy.fsu.edu/faculty/kaschak.dp.html**](http://www.psy.fsu.edu/faculty/kaschak.dp.html)

Language is a central element of human experience. It is a fundamental part of all cultures, and pervades virtually every moment of our waking (and sometimes, our sleeping) lives. This course is intended to introduce students to different approaches to understanding language, and to provide a vehicle for thinking about how our knowledge of language can be applied to solve real world problems in different domains (e.g. education, law, and politics).

This course examines language from multiple perspectives-neuroscience, cognitive science, linguistics, education, sociolinguistics-and will explore the ways that these perspective share common ground (or not). There will be three sections of the course: Body, Mind, and World. Each section will take a different perspective on language, and will include small written assignments that will provide students with the opportunity to learn to communicate to a broad audience about different scientific methods and approaches, and their implications for the real world. Each section will also include examples of applying knowledge about language to real world problems (e.g. knowledge about language learning can be applied to the widespread problems associated with literacy development). The capstone of the course will be a group project that uses one or more approaches to language to tackle a real world problem. Class meetings will be interactive, with ample opportunity for discussion, participation in research demonstrations, learning to use research tools (e.g. linguistic corpora), and brainstorming about ways to apply knowledge about language to problems that exist in the world.

**IFS 2045(Augmented)**

**Honors E-series: Making Chief Osceola**

**Instructor: Andrew Frank**

**Website:** [**http://history.fsu.edu/People/Faculty-by-Name/Andrew-K.-Frank**](http://history.fsu.edu/People/Faculty-by-Name/Andrew-K.-Frank)

Osceola is the most famous Seminole Indian and widely known for leading a campaign of resistance during the Second Seminole War. This is the case even though he was not a national or tribal leader, village chief, leading warrior, or medicine man. This class unravels this contradiction and asks how and why it came to be.

The course uses the Seminole Osceola to understand how historical “truths” are transferred into the present. The class reexamines Osceola’s place within Seminole society and explores how his reputation emerged after his death and continued to grow in decades that followed. Students will determine who was responsible for creating Osceola’s reputation and the particular stories that accompany it. We will also explore the motives for making him or remembering him as “Chief.” In the process, we will grapple with the connections between modern memory and historical evidence.

**IFS 2056**

**Honors E-series: Gendered Bodies over the Life Course**

**Instructor: Anne Barrett**

**Website:** [**http://coss.fsu.edu/d6/sociology/content/anne-barrett-0**](http://coss.fsu.edu/d6/sociology/content/anne-barrett-0)

This course examines how gender – as it is embedded in individual, interactional, and institutional dimensions of society-gets woven into experiences of our bodies over the entire life course. We’ll explore two major themes: Our bodies bear the imprint of gender inequalities, and efforts to control or contain bodies-as well as resistance of these efforts-reflect gender politics. In exploring these themes, we will cover a wide range of substantive topics spanning the life course, including gendered bodies inpreschool, menarche, childbirth, breastfeeding, inter sexuality, cosmetic surgery, transsexuals, anorexia, sports, violence, Viagra, and widowhood.

**IFS 3037**

**Honors E-series: Empowering Health Consumers in the eHealth Era.**

**Instructor: Mia Lustria**

**Website:** [**http://directory.cci.fsu.edu/mia-lustria/**](http://directory.cci.fsu.edu/mia-lustria/)

Rapid advances in information and communication technologies (ICTs) are transforming healthcare in profound ways. From websites to social media, mobile apps and wearable devices, eHealth is changing the ways health consumers seek and communicate health information and inceasingly, how patients mange their own healthcare.

This course explores the use of emerging technologies for health information seeking health promotion and disease prevention, and for supporting the treatment and management of chronic illnesses. It promotes an interdisciplinary, user-centered and evidence-based approach for developing health IT systems to support health consumers. Students will learn how to assess users’ information needs, competencies, and health behaviors in order to develop accessible, useful, and effective solutions. They will also study issues and concerns influencing adoption of these technologies at different levels. The concepts and theories discussed in this class are drawn from various disciplines including communication, information studies, human computer-interaction, medicine, psychology and public health.