AHG=fulfills American History & Government requirement; CD=fulfills Cultural Diversity requirement; H=fulfills Humanities requirement; MS=fulfills Math/Science requirement; NS=fulfills Natural Science requirement; SS=fulfills Social Science requirement; WC=fulfills Writing Certificate

University of Missouri-St. Louis

Fall 2009 Courses

HONORS 1100 -001 #11898
Freshman Composition
MW 9:30-10:45   Dwiggins, K.   C209

HONORS 1100 -002 #11899
Freshman Composition
MW 12:30-1:45   Dwiggins, K.   C209

HONORS 1100 -003 #11900
Freshman Composition
TR 9:30-10:45   Clark, H.   C307

Freshman Composition: This course, the first in the Honors College writing sequence, is required and should be taken during freshman year. Through formal and informal writing assignments, discussion, instruction, and research, students will improve their critical reading, thinking, and writing skills, and their research techniques. The course is designed to help students meet the rigorous challenges of college writing across the disciplines by emphasizing intellectual inquiry, logic, style, correct and concise expression, and formal research and documentation. Students will write 4 to 5 formal papers, and informal reading and writing assignments will be required.

HONORS 1110 -001 #11902   (H)
Western Traditions: Humanities
MW 11:00-12:15   Weber, K.   C307

History of Women in Popular Culture: From Flapper to Buffy the Vampire Slayer: *My Big Fat Greek Wedding*, the most popular film of the past ten years to center on a female character, ranks 33rd among all films released, according to box office receipts. In the preceding 32 films there is no shortage of girlfriends and love interests, but it is the men and boys (and trolls) of those films who are the triumphant heroes.

Films, television, and other popular media have often provided women with beautiful yet conventional role models. Where, then, are our powerful women? Where are our heroines?

This course will examine images of women, power, and feminism in popular culture over the past century. We will use a variety of primary and secondary sources such as films, television, comic books and novels, as well as media commentary and biography, to discover the ways in which our culture represents powerful women and the conflicting messages it conveys about those same women. The women we look at in detail will include media stars such as Mae West, fictional characters such as Wonder Woman and Buffy the Vampire Slayer, and media stereotypes of broader groups of women such as the flapper of the 1920s.

HONORS 1110 -002 #11903   (H)
Western Traditions: Humanities
TR 3:30-4:45   Gerth, D.   Seton

Against the Grain: Counter-Cultural Traditions in Western Civilization: Are you sick of *The Man* always keeping you down? Do you feel oppressed by *bourgeois* values? Is your only regret about your multiplicity of tattoos and piercings the fact that now *everybody* seems to have tattoos and piercings? Congratulations on being part of an age old community! As long as there have been cultural traditions, there have been counter-culture traditions that resist the dominant ideologies. This course will explore the literature, philosophy, theology, and theory of the counterculture traditions such as the rockabilly movement and movements in Western history. Readings will include *Fight Club*, *Fear and Loathing in Las Vegas*, *Marx and Engel's Communist Manifesto*, as well as smaller selections from the Marquis De Sade, the Black Panthers, and other assorted criminals, satanists, hippies, and cross-dressers.

HONORS 1200 -001 #11904   (H)
Freshman Symposium: Cultural Traditions I
MW 9:30-10:45   Noll, B.   Seton

This freshman course will introduce students to a liberal arts approach to education while surveying Western and non-Western cultures from their ancient beginnings to the seventeenth century. It introduces the intellectual traditions of these cultures through major works of literature, religion, philosophy and history. As we examine specific works in their cultural contexts, we will compare and contrast Western and Non-Western attitudes towards such issues as the concept of reality, the afterlife, the interplay of reason and emotion, and ideas of nature and civilization. Our readings will include works from Europe, the Near East, China, India, and Japan—works that continue to shape our society today. In surveying these influential texts, students will develop crucial academic knowledge and skills as they identify and analyze connections in studies across the disciplines.

HONORS 1200 -002 #11905   (H)
Freshman Symposium: Cultural Traditions I
MW 2:00-3:15   Baldus, K.   Seton
(See Section 001 for course description)

HONORS 1200 -003 #11906   (H)
Freshman Symposium: Cultural Traditions I
MW 12:30-1:45   Noll, B.   Seton
(See Section 001 for course description)
Political Science 1100 for SOME majors. Contact your advisor to inquire about this.

The American Experience: Is America the Land of Liberty? Part I. Many people have used phrases to describe America as the “Land of Liberty,” the “Land of the Free,” or the “Land of Opportunity.” One of the most recognizable symbols of this country is the Statue of Liberty which stands as a symbol of freedom, but a strong argument can be made the “liberty” has not always applied to everyone. This course will examine the concept of liberty as we explore America’s development during its first two centuries.

This class is designed to introduce students to various political, economic, religious and social ideas that have manifested the life of a developing nation. The evolution of society, highlighted by principal moments of time, will be given intensive study as we explore life and liberty as part of American heritage.

This course will not be a comprehensive study of American history, but instead the course will focus on key social struggles of society. Each topic will be assigned a book on the subject as well as a selection of primary documents that the students will use for critical analysis. Through these documents, students will interpret and explore the events and ideas of those who played a part in shaping America.

HONORS 1200 -004 #11908 (H) Freshman Symposium: Cultural Traditions I TR 12:30-1:45 Kelly, M. Seton
(See Section 001 for course description)

HONORS 1200 -005 #13898 (H) Freshman Symposium: Cultural Traditions I MW 11:00-12:15 Baldus, K. Seton
(See Section 001 for course description)

HONORS 1230 -001 #11909 (SS, AHG) American Traditions: Social & Behavior Sciences TR 9:30-10:45 Wilson, R. Seton

The American Experience: Is America the Land of Liberty? Part I. Many people have used phrases to describe America as the “Land of Liberty,” the “Land of the Free,” or the “Land of Opportunity.” One of the most recognizable symbols of this country is the Statue of Liberty which stands as a symbol of freedom, but a strong argument can be made the “liberty” has not always applied to everyone. This course will examine the concept of liberty as we explore America’s development during its first two centuries.

This class is designed to introduce students to various political, economic, religious and social ideas that have manifested the life of a developing nation. The evolution of society, highlighted by principal moments of time, will be given intensive study as we explore life and liberty as part of American heritage.

This course will not be a comprehensive study of American history, but instead the course will focus on key social struggles of society. Each topic will be assigned a book on the subject as well as a selection of primary documents that the students will use for critical analysis. Through these documents, students will interpret and explore the events and ideas of those who played a part in shaping America.

HONORS 1230 -002 #11910 (SS, AHG) American Traditions: Social & Behavioral Sciences TR 11:00-12:15 Hankinson, C. C307

Honors American Politics: Whether we want to believe it or not, politics is a part of our lives and we need to understand it. Whether your future is taking you into business, or law, into education, or the arts or the natural sciences, politics will touch your lives in many ways.

The purpose of this course is to introduce the fundamentals of American government and politics, particularly the major institutions and processes. Further, it aims to develop skills and abilities in analyzing and evaluating issues and public policies in American politics. On the one hand, this course wants to stimulate interest in American politics and impart tools that can be of use to all life-long students of politics. On the other hand, this course hopes to develop critical (that is, analytical) citizens, so that each of us will have examined reasons for the choices we make. **While this class is not cross-listed, it will count as Political Science 1100 for SOME majors. Contact your advisor to inquire about this.**

HONORS 1230 -003 #11911 (SS, AHG) American Traditions: Social & Behavioral Sciences TR 3:30-4:45 Hankinson, C. C307

Honors American Politics:
(See Section 002 for course description)

HONORS 1310 -001 #11912 (H, CD) Non-Western Traditions: Humanities TR 12:30-1:45 Walterscheid, K. C307

Family and Identity: In this course, students will read texts from India, China, and Africa and examine the ways that culture influences family structure and personal identity. We will investigate the importance of arranged marriage, romantic love, co-wives, treatment of children, extended families, dowries, veiling, religious attitudes, gender roles, and state policies toward marriage and the family. Authors include Khushwant Singh, Mahasweta Devi, Feng Jicai, Anchee Min, Chinua Achebe, and Ngugi wa Thiong’o. Grades will be based on active class participation, journals, papers, and a presentation.

HONORS 1310 -002 #14757 (H, CD) Non-Western Traditions: Humanities TR 2:00-3:15 Hammond, W. SCC 111

Non-Western Music and Culture: The study of Non-Western Music affords us the opportunity to examine selected cultures in the Near and Far East, as well as Africa. Our goal is to use the tools of cultural anthropology to gain an understanding of how music and art reflect certain values and behaviors that are often very different from those of our western societies. In an age where conventional distance and barriers are now compressed, it is vital for us to appreciate not only the similarities but the differences in cultures. The use of films, the internet and texts will form the basis of our class discussions as well as relevant and interesting projects that will allow everyone in the class to explore their special interests.

While this course is not cross-listed, it will count as Non-Western Music for music majors.

HONORS 1330 -002 #11914 (SS, CD) Non-Western Traditions: Social & Behavior Sciences MW 12:30-1:45 Born, C. C307

Introduction to East Asian Culture: An ethnographic and historical survey of modern East Asia, with an emphasis on Japan, Mainland China, and South Korea. This course will examine a wide range of topics including family structure, gender relations, cultural similarities and differences, pop culture, recent history and economic development. A variety of films will be shown in class to further your understanding of the subjects explored. The class will be conducted in a lecture/discussion format. All readings will be in English and all films will be subtitled. No prior knowledge of Japanese language or Asian culture is required.
collecting, cataloging, and comparing of stories as recalled and
them to act as amateur folklorists themselves through the
folkloric topics like
We will focus heavily on ―classic‖ tales like ―Snow White,‖
perspectives on some of the tales, and some film adaptations.
like
the Grimm brothers.  We will also cover later tales from writers
and then move into the compilation of the stories into literary
folklorists f
simultaneous) literary versions.  We will start with the search by
roots of fairytales in oral traditions and their later (sometimes
TR 2:00
HONORS 2010
MW 12:30-1:45
Richeson, C.  C309
Philosophy:  Thought and Logic:  This Honors
Philosophy course helps students develop skills required to
identify, analyze, and evaluate arguments.  Students will read
real-life arguments presented in ordinary language and learn
ways to represent their structure.  They’ll learn to sort
arguments into two broad categories – deductive and non-
deductive – based on their degree of certainty and to assess them
accordingly.

The analysis of these arguments will be based on examples
drawn from different writings such as letters to the editor and
short editorials, advertising, excerpts from the history of
philosophy, and longer articles on a variety of subjects.  To
reinforce some key notions of the course, a bit of time will be
spent learning how to do proofs in a formal system.  The course
will also cover larger issues such as differences between
scientific and moral reasoning, the effects of gender on
reasoning, and the role of reasoning in politics.

This course is strongly recommended for all Honors
students from all disciplines.  It will enhance your abilities to
think, speak, and write more logically and persuasively.  The
methods taught in this class will help you improve and
practice your critical and logical thinking skills; these skills
can be usefully applied to other classes and majors.
(Same As Philosophy 1160)

HONORS 2010 -002 #11917  (H)
Inquiries in the Humanities
MW 12:30-1:45  Richeson, C.  C309
Philosophy:  Thought and Logic:
(See Section 001 for course description)

HONORS 2010 -003 #14615  (H)
Inquiries in the Humanities
TR 2:00-3:15  Gerth, D.  Seton

Fairy Tales and Folklore:  This course will examine the
roots of fairytales in oral traditions and their later (sometimes
simultaneous) literary versions.  We will start with the search by
folklorists for tales in their earliest or supposedly “purest” forms
and then move into the compilation of the stories into literary
texts by writers like Basile, Straparola, Perrault, and of course
the Grimm brothers.  We will also cover later tales from writers
like Hans Christian Anderson, contemporary revisionist
perspectives on some of the tales, and some film adaptations.
We will focus heavily on “classic” tales like “Snow White,”
“Cinderella,” and “Hansel and Gretel” but also cover diverse
folkloric topics like urban legends and why Bigfoot is so very,
very real.  Students will be involved in projects that require
them to act as amateur folklorists themselves through the
collecting, cataloging, and comparing of stories as recalled and
retold by others they know.
Throughout the semester we will focus on the yellow fever and cholera epidemics of the nineteenth century as well as tuberculosis, small pox, influenza, AIDS and SARS. With the possibility of new epidemic diseases on the horizon, the disease of fear has remained strong. This class will be of interest to all majors, particularly those in the sciences, nursing, and history. (Same As History 2000)

HONORS 2030 -003 #11921 (SS)  
Inquiries in the Social and Behavioral Sciences  
TR 2:00-3:15  
Hankinson, C.  
C307

Scanning the Future: Seven “revolutions” that will impact us all:  Have you ever thought about what the world will look like in twenty years? How immigration, international terrorism, the rapid expansion of technology, and the depletion of natural resources will affect the planet, the country, or you? The goal of this class is to enhance awareness of trends in current issues that have global consequences and will not only impact society, but individuals. The major issue areas to be examined are: population growth and migration, resource management and environmental stewardship, technological innovation and diffusion, the development and dissemination of information and knowledge, economic integration, the nature and mode of conflict, and the challenge of governance. By linking these broader global trends to national, state, and local issues we will gain a better understanding of how these issues will impact our lives. (Same As Political Science 2900)

HONORS 2030 -004 #11923 (SS)  
Inquiries in the Social and Behavioral Sciences  
MW 2:00-3:15  
Weber, K.  
C307

Genocide in the Modern World: “Never again,” many people said about genocide after being exposed to the horrors of the Holocaust and concentration camps after World War II. However, in many ways the Holocaust was just a part of a number of modern genocides that preceded and would follow it. In this class, we will look at a number of different genocidal campaigns across the globe in the late 19th and 20th centuries, as well as the international reactions to them, including (but not limited to) the Holocaust, the programs concerning the Aboriginal population in Australia, the eugenics movement in the United States, the genocide at Darfur, and Pol Pot’s regime in Cambodia. We will try to place these events in their local, political, international, and historical consequences and formulate reasons why the twentieth century has sometimes been labeled the “century of genocide.”

HONORS 2030 -005 #14061 (SS)  
Inquiries in the Social and Behavioral Sciences  
TR 9:30-10:45  
Uhlmann, A.  
Clark 314

Cognition Across Cultures: This is a course about the mind. It is also a course that will blow your mind. Is the world as we know it really the world as it is? Is our common sense really common and really sensical? Different people experience the world differently. This course focuses on the mind, and how people know, think and experience. We will seek to explore how our social experiences
structure our cultural perception and experience of the world, and how the lived world—as a social phenomenon—differs across societies and cultures.

This course engages with the most profound hold that ‘culture’ has on people in actually structuring the very world as it appears to the sentient human. The course will explore some traditional interests anthropologists have had in cognition, and draw on contemporary advances in the study of cognition. (Same As Anthropology 3216 and Sociology 3290)

HONORS 2030 -006 #14716 (SS) Inquiries in the Social and Behavioral Sciences
TR 9:30-10:45 Bliss, R. C211

Religion and Society in Early America: Western societies in the early modern period (ca. 1500-1800) experienced many changes which challenged existing relationships between and among state, society, and individuals. Meanwhile, the Protestant Reformation gave rise to the idea that there was an important line to be drawn between the sacred and the profane. This growing “secularism” profoundly affected views of nature, and ultimately led to the notion that there might be other, better, bases for citizenship than one’s religious beliefs. By the middle of the 17th century, some in England (for instance, the early Quakers and Baptists) went so far as to urge the separation of church and state, but not before the New England colonies, in particular, created religious utopias exclusively for their particular brand of “reformed” Protestantism, known as “non-separating Congregationalism”. Soon, however, in New England and elsewhere in the American colonies, the pressures of colonization, which strongly recommended religious toleration, strained conventional notions about church, state and society, and—with the Enlightenment and the rise of dissenting evangelical Protestantism—led ultimately to the Jeffersonian view that there should be a “wall of separation” between church and state. We follow the American settlements as they moved from persecution to toleration and from exclusion to separation, a process not fully completed even when Massachusetts, the last constitutional hold-out, disestablished the “congregational order” in 1833.

HONORS 2050 -001 #11924 (NS) Inquiries in the Natural Sciences
MW 11:00-12:15 Bourne, C. LeGras

Evolution Revolution: Charles Darwin’s 1859 “On Origin of Species” forever changed our understanding of man’s place in the world. Yet today, most Americans don’t realize how central the understanding of evolution by natural selection is in drug development, criminology, food production, disease control and prevention and preservation of endangered species have tested Darwin’s ideas against the real world and made remarkable discoveries about “The Tree of Life.” By the early 21st century we now know much more about the origins of biodiversity from advances in genetics, paleontology, embryology, and ecology. Nevertheless, religious objections to teaching evolutionary theory in public schools resurface periodically and the resulting media coverage and courts trials often leave the public more confused than enlightened about what evolution is. In order to dispel some of this confusion and bring some clarity to the issues, we will examine the science behind evolutionary theory. Through readings in recent books written for the general public by prominent scientists and prize-winning science writers, and supplemented by videos and class discussions, we will explore both the science of evolution and the social and historical context of the Evolution Revolution. How did we evolve from fish anyway? Though not required, a background in general biology may be useful for this course.

HONORS 2050 -002 #11925 (NS) Inquiries in the Natural Sciences
T 2:00-4:30 Wilson, J. LeGras

Natural History of Parks: Natural history is the systematic scientific study of plants and animals, and is often more observation based than experiment based. Parks (and natural areas, wildlands, conservation areas, etc.) are those areas set aside as open space, recreational space, wildlife habitat or outdoor education areas. This course will examine several such areas within the greater St. Louis region and consider how such areas came about, how they are managed, what plants and animals exist there and how ecological processes operate to maintain them. Plant and animal identification will be emphasized.

The class will involve both classroom and field instruction. Focus will be placed on Forest Park as well as parks and natural areas near the University campus. One full day Saturday field trip and one independent project will be required.

HONORS 2050 -003 #11926 (NS) Inquiries in the Natural Sciences
W 2:00-4:30 Bourne, C. SCC 111

Climate Change and Biodiversity: This scientifically based course critically studies the scientific consensus about the existence, causes and effects of climate change. First, we will examine the projections and models of climate scientists who produce complex simulations of the interaction of Earth’s atmosphere, oceans, land and ice. What are the predictions and observations that lead climate scientists to their conclusions? Next, we will examine the links among climate change, evolution and biodiversity by looking at the effects on agriculture, biodiversity and land and water resources in the United States and around the globe. What are the impacts of climate change on our daily lives today and what impacts are predicted to affect us in the future? In order to answer these questions we will study the scientific literature, survey recent public and government reports on climate change and view film documentaries.

We will also consider the views of critics of the theory of global warming, especially since less than 50% of the American public agrees that there is a scientific consensus. What is the nature of “scientific consensus”? What are the grounds for dissent from it and is there a preferred form for that dissent? For example, do the same “rules of debate” or concerns with “balance” apply to scientific questions as to questions about political campaigns or the economy?
Urban Ecology: Populations and Habitats: Life on earth is dynamic. Variation, change, steady state, growth, differences, competition, cooperation, evolution, feedback – these common words have important meanings in the study of life systems anywhere on earth and in the woodlands and streambeds of UMSL’s South Campus and the St. Vincent Park natural area. In this course we will unearth these meanings and apply them to the development of systems thinking tools, population thinking, evolutionary ecology literacy and science literacy to understand important features of our urban and natural environment. Urban Ecology – Populations and Habitats is a hands-on, environmental studies course in the Honors College which focuses on how organisms and environments interact in creating the grand sweep of life on earth. Students registered for Urban Ecology must also register for the one-hour lab/field work course, Honors 2051, “Inquiries in Science: Laboratory and Field Work.” All Urban Ecology/CHERP courses meet laboratory science General Education requirements and 2000-level course Honors College certificate requirements.

Field Study of Populations and Habitats: This is a companion field work course to Populations and Habitats and must be taken simultaneously with Honors 2050.004. Through field and laboratory work, students will observe how individual organisms within a natural population vary and how these variations can, and sometimes do, lead to the development of new species. Environmental change can be a dynamic engine for such growth, and students will discover how to measure and describe environmental change. Students will work in small ecological inquiry teams to contribute to the ongoing natural history of the site (located on Honors College grounds—just beyond the new garage).

Honors Legal Environment of Business: PREREQUISITES: ECON 1001 and BA 2400 or consent of an Honors advisor. This course serves as an introduction to the nature and meaning of law, sources of law, legal process and institutions. The legal environment of business is defined as: the attitude of the government toward business, the historical development of this attitude; current trends of public control in taxation, regulation of commerce and competition; freedom of contract, antitrust legislation and its relationship to marketing, mergers and acquisitions; and labor management relations. While this class is not cross-listed, it DOES count as BA 2900 for Honors students. This offering is intended to closely follow the material offered and studied in BA 2900 at the College of Business Administration while presenting students the opportunity to encounter this material in an Honors Seminar setting.

Nutrition and Health: This class will study the basic nutritional needs throughout the human life span, with analysis and comparison of alternative approaches to dietary planning. Our assigned readings and class discussions will emphasize the role of nutrition in promotion of health and prevention of illness. Based on the review of literature, analysis of typical dietary intake, and the consideration of individual preferences and lifestyle, the student will develop a personal dietary plan for optimal health, as well as gain useful insights about the importance of health in our society today. This class is useful for students of all majors, particularly Nursing, Education and
Psychology, as well as any student who is interested in his or her own health.

HONORS 2310 -001 #11929 (H, CD)
Inquiries in the Humanities: Cultural Diversity
T 2:00-4:30 Eckelkamp, E. Seton 19

Samurai Tradition: The Way of the Warrior: This course will explore the historical and contemporary image of the samurai warrior through the lens of Japanese literature, philosophical writings, and film. Topics discussed will include the belief system that gave rise to Samurai practices, archetypal Samurai figures in Japanese history, literature and film, and social attitudes that were pervasive during the time of the Samurai. The class will be conducted in a lecture/discussion format. All readings will be in English and all films will be subtitled. No prior knowledge of Japanese language or Asian culture is required. (Same As Japanese 2150 and Anthropology 2191)

HONORS 2330 -001 #14631 (SS, CD)
Inquiries in the Social Sciences: Cultural Diversity
W 2:00-4:30 Segal, U. Seton 19

Asians in Migration: This course is a comparative analysis of the social and cultural diversity of the peoples of East, South, and Southeast Asia. Our study will focus on their reasons for migration and the extent and quality of the social and cultural connections they maintain to their homelands. Implications of these cultures for students in a variety of disciplines will be explored in a seminar-style setting with plenty of time for discussion, reflection and inquiry. (Same As Social Work 2330)

HONORS 3010 -001 #11931 Advanced Honors Seminar in the Humanities
M 9:30-12:00 Carroll, J. Seton 19

Narrative, Cognition, and Emotion: This course involves three components: (1) short stories and novellas; (2) narrative theory; and (3) recent work in evolutionary psychology bearing on motives, emotions, and personality. We'll be locating ideas in literary theory with ideas in psychology, and we'll be using psychologically oriented literary theory to interpret specific literary works. Each week, we shall read a few short stories, a few articles or book chapters in psychology, and an article or two in literary theory. While making use of published efforts in literary theory, we shall also be constructing literary theory as we go, making it up to fit the facts—that is, constructing literary theories that correspond both with recent work in psychology and with our own experience of the stories. Assiduous study and careful thought will be required, but inventive, creative thinking will also be much in demand.

Writing assignments will consist of two shorter papers (3-4 pages each) and one longer paper (6-7 pages). In each paper, you will be required to make use of reading in all three areas: fiction, literary theory, and psychology. Everybody will also be responsible for leading class discussion several times in the course of the semester—not for reading typed out “reports,” but for identifying topics for discussion and eliciting/stimulating responses from your fellow students and instructor. (Same As English 4080)

HONORS 3010 -002 #11932 Advanced Honors Seminar in the Humanities
T 1:00-3:30 Fuss, P. C307

Freud: In less than a century, the sheer power of Sigmund Freud’s probing mind has all but compelled us—in the words of Philip Rieff, editor of an astonishingly cross-disciplinary collection of Freud’s essay which we will be exploring—“to accept the idea that our rational self is the custodian rather than the master of a deeper and rather mad self.” And yet Freud’s heart lay in psychotherapy, in seeking relief for our psychic wounds. We shall discuss The Interpretation of Dreams (the other required text), the work of which Freud was most proud. (Same As Philosophy 4483)

HONORS 3010 -003 #11933 (GA)
Advanced Honors Seminar in the Humanities
F 9:30-12:00 Grieseedieck, D. LeGras

International Business Ethics: The course will deal with moral issues that are raised by the increasing globalization of business. Apart from the general issue of whether this globalization is itself a good thing, we will discuss such issues as: child labor, working conditions, safety standards, environmental policies, bribery and other "corrupt" practices, respect for intellectual property, etc. Frequent short papers will be assigned.

HONORS 3010 -005 #11935 Advanced Honors Seminar in the Humanities
MW 12:30-1:45 Nigro, K. LeGras

Ghost Stories and 19th Century Spiritualism: What sets “ghost fiction” apart from the usual brand of supernatural fiction? What were the elements in Victorian society that made "ghost fiction" such a popular form—and a revealing one to readers from later eras? One aspect that we will examine is the psychological aspect. The dawning of the twentieth century was also the dawning of the age of Freud, and we will consider how this specifically Victorian genre revealed and reinforced the gender divide, as spiritualism became the domain of women: according to Alex Owen in The Darkened Room: Women, Power, and Spiritualism in Late Victorian England, women were considered particularly gifted in serving as mediums to the spiritual world; however, this strength should only be seen against the context of women’s political and social powerlessness. Ann Braude’s and Barbara Weisberg’s studies consider how women’s involvement in spiritualism both empowered and isolated them.

We also will investigate other Victorian fairy and ghost stories as well as British and American social and literary theory and history for a well-rounded view of this cultural phenomenon. (Same As WGS 3350 and English 4930)
To graduate school or your future career development, you must have experience and credentials that will strengthen your applications. The department will guide you to that goal so you can gain valuable professional experience. But how can your work reach out to the world? Often, it reaches a small audience in the classroom, your writing reaching mainly fellow students. But how can your work reach out to the world?

In the classroom, your writing often reaches a small audience—a professor and, perhaps, some of your fellow students. But how can your work reach out to the academic community across the country? This course will help you to that goal so you can gain valuable professional experience and credentials that will strengthen your applications to graduate school or your future career development.

This course allows you to build upon your own work in disciplines such as literature, education, history or philosophy. You will work with the class to develop strategies to transform your class work into polished presentations directed toward larger academic audiences. As you investigate journals and conferences that showcase undergraduate writing and research, you will explore key elements of successful conference presentations, workshops and journal articles. Through class discussions and individual conferences, you will pursue opportunities to circulate your writing and research in the academic community.

Each of you will focus on revising one or more key works to submit for a journal or conference, and will help prepare a one-day conference for the end of the semester. Other writing for the course will include surveys of journals and academic writing, workshop responses to peers’ writing, and personal journals.

This course may be taken as 3 Independent Study hours or as a 3000-level seminar. It will count toward the Certificate in Writing.

HONORS 3030 -001 #11940  (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
M 2:00-4:30  Mushaben, J.  LeGras

HONORS 3030 -002 #11939  (WC)
Advanced Honors Seminar in the Fine & Perform. Arts
R 2:00-4:30  Baldus, K.  Seton 19

Papers and Publications: In the classroom, your writing often reaches a small audience—a professor and, perhaps, some of your fellow students. But how can your work reach out to the academic community across the country? This course will help guide you to that goal so you can gain valuable professional experience and credentials that will strengthen your applications to graduate school or your future career development.
Existential Psychology: This course will examine existential thought in philosophy, literature, and contemporary psychology. The course will begin with an overview of the philosophers who have been instrumental in the development of existential thought. Once the philosophical roots of existential thought have been established, attention will be given to its manifestation in contemporary psychology. Particular attention will be given to how existential concepts can be used to enrich understanding of psychological functioning and clinical treatment. The philosophical and psychological perspectives will serve as a basis for understanding and interpreting the works of Tolstoy, Bellow, and others.

Honors Writing in the Sciences
HONORS 3100 -001 #11943
Honors Advanced Composition: Jr. Level Writing Req.
MW 11:00-12:15 Nye, M. C209
(See Section 004 for course description)

Honors Advanced Composition: Jr. Level Writing Req.
MW 2:00-3:15 Friedline, G. C309
(See Section 004 for course description)

Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 Walterscheid, K. C209
(See Section 004 for course description)

Honors Advanced Composition: Jr. Level Writing Req.
TR 11:00-12:15 Clark, H. Seton

All transfer Honors students who are admitted and enrolled after January 1999 are required to take this junior-level course, unless their major requires a specific junior-level writing class. Other Honors students may take 3100 as their required, junior-level writing course.

Writing the City: Through informal and formal writing assignments, discussion, instruction and research, students will improve their critical thinking, research, discussion and writing skills. The course is designed to help students meet the challenges of college writing and intellectual inquiry and does so by focusing on the city of St. Louis and the specific fields of study of those enrolled in the course. Issues such as depth and development of content, voice, style, tone, correct expression, and research techniques are among the many topics emphasized in this class. Students will write journals and also a minimum of 4 to 5 papers.

Honors Writing in the Sciences
HONORS 3160 -001 #11947
Honors Writing in the Sciences
MW 11:00-12:15 Friedline, G. C309

Writing in the Sciences: As a science or nursing major, are you frustrated by the requirement to take an upper level writing course structured around generic inclusion of a broad spectrum of interests and fields of study? Are you interested in investigating successful techniques for contemporary scientific communication and in exploring the various approaches to writing tasks relevant to scientific discourse?

This course offers an alternative to traditional composition courses that require a series of modal essays. Concentrating on the types of writing required of students and professionals in scientific fields, this course is designed to develop skills and teach strategies for writing effectively in the sciences. Emphasis is placed on clarity, precision, presentation, format, style, and tone.

By considering more than the difference between a discipline’s choice of MLA or APA documentation and less of a difference between literary discourse and scientific discourse, we will expand on limited definitions of literature and science that perpetuate perceptions of a gulf between the two. Combining a course text with contemporary published writing that models forms and techniques, we will focus on relevant aspects of scientific communication including identification, summary, synthesis, and evaluation as well as citing and documentation. Course discussion and workshops will apply strategies to develop precision, clarity, and accuracy appropriate to writing assignments and oral communications including routine forms, lab notes, short reports, proposals, abstracts, and a semester project relevant to the student’s field of study. Near the end of semester, students will have the opportunity to present their projects to their peers.

Writing in the Sciences fulfills the University requirement for a junior-level course in communicative skills, subject to the approval of the student's major department. This course may not be taken on the satisfactory/unsatisfactory basis.

**HONORS 4100 IS A REQUIREMENT FOR ALL HONORS STUDENTS.**

Honors Independent Portfolio Writing
HONORS 4100 -001 #11949
Independent Portfolio Writing
ARR Staff ARR

**Section 001 of 4100 is intended for students who are planning on applying to graduate school.

Independent Writing Portfolio: This one or two-hour course is designed for two types of students: those who plan to apply to a graduate program, or those who plan to revise or create significant writing projects. Working primarily in individual consultations with an instructor, you will focus on writing that can make a real difference for your future.

After participating in a group orientation session at the beginning of the semester, you will schedule individual conferences to consult on drafts and revisions of documents. Each student will devise an individual schedule and list of projects with the instructor. Those applying to graduate programs will work on documents like brief reports on various schools or future career opportunities, application essays, curriculum vitae, and revised writing samples. Those revising or creating individual writing projects will work on genres like academic essays, short stories, personal essays, or poetry.
Either group of students may also choose to prepare a resume and cover letter to pursue job opportunities. As you work on these projects, you will also reflect on your writing accomplishments during your years at UMSL by assessing your Honors Portfolio.

HONORS 4100 -002 #11950
Independent Portfolio Writing
ARR Staff ARR

**Section 002 of 4100 is intended for students who are planning on entering the job market immediately after graduation.

This one or two-hour course is designed for students who plan to focus on obtaining a job after graduation. Working primarily in individual consultations with an instructor, you will learn successful strategies you can apply to current and future career opportunities.

After participating in a group orientation session at the beginning of the semester, you will schedule individual conferences to consult on drafts and revisions of the documents needed for a job search. The writing projects for the course may include brief reports on various careers or companies, targeted resumes, cover letters, letters to arrange informational interviews, and prepared responses to important interview questions.

As you work on these projects, you will also reflect on your writing accomplishments during your years at UMSL by assessing your Honors Portfolio.

HONORS 4100 -003 #11951
Independent Portfolio Writing
ARR Gleason, N. ARR

**Section 003 of 4100 is intended for Education students.

Independent Portfolio Writing: This one or two-hour course is designed for students seeking jobs in elementary or high school education. Working primarily in individual consultations with an instructor, you will focus on writing that can make a real difference for your future.

After participating in a group orientation session at the beginning of the semester, you will schedule individual conferences to consult on drafts and revisions of documents. Each student will devise an individual schedule and list of projects with the instructor. Projects for the course will include resumes, cover letters, rationales, statements of teaching philosophy, and teaching portfolios.

As you work on these projects, you will also reflect on your writing accomplishments during your years at UMSL by assessing your Honors Portfolio.

INDEPENDENT STUDY SESSIONS

**ATTENTION: 6.0 HOURS OF INDEPENDENT STUDY OR INTERNSHIP (EITHER WITHIN HONORS OR WITHIN YOUR MAJOR) ARE REQUIRED FOR ALL HONORS STUDENTS**

HONORS 4900 -001 #11952
Independent Study in Honors
ARR Bliss, B.

HONORS 4900 -002 #11953
Independent Study in Honors
ARR Hankinson, C.

HONORS 4900 -003 #11954
Independent Study in Honors
ARR Gleason, N.

HONORS 4900 -004 #12256
Independent Study in Honors
ARR Noll, B.

HONORS 4900 -005 #11958
Independent Study in Honors
ARR Baldus, K.

HONORS 4900 -006 #11959
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -007 #11960
Independent Study in Honors
ARR Hensley, T.

HONORS 4900 -008 #13901
Independent Study in Honors
ARR Friedline, G.

HONORS 4910 -001 #11961
Independent Study: Internships
ARR Noll, B.

HONORS 4915 -001 #11962
Independent Study: Off-campus Internship
ARR Noll, B.