what it means to be masculine or feminine in American popular culture.

HONORS 1110 -002 #11666 (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 against the grain thinkers and movements in Western history. Readings will include Chuck Palahniuk’s Fight Club, Hunter S. Thompson’s 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 1110 -001 #11665 (H)
Western Traditions: Humanities
MW 9:30-10:45 Weber, K. C307

Men and Women in Popular Culture: Star Trek introduced Americans to a multiracial crew working together to explore space during a period of racial tension. Songs such as “Blowing in the Wind” and “We Shall Overcome” encouraged Americans protesting against the Vietnam War and on behalf of Civil Rights. Pop culture has the ability to shape the way we see the world and each other, from our views about race and world events to our view of ourselves and others.

In this course we will examine the role pop culture plays in forming our ideas about gender. What is a hero/heroine? What do we value in masculinity and in femininity? What double standards exist and how are they harmful to both men and women? What impact do these messages have on society? Should we do something to change the messages in popular culture? We will address these questions and others as we examine such pivotal figures in pop culture as superheroes, sex symbols, action heroes, nerds, and romantic leads. We will use film, music, television, comics, and other media from the 1930s to the present throughout the course to examine, from Superman and Scarlet O’Hara to Buffy Summers and Edward Cullen, what
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 1230 -001 #11671 (SS, AHG) American Traditions: Social & Behavioral Sciences
TR 9:30-10:45 Wilson, R. LeGras

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 #11672 (SS, AHG) American Traditions: Social & Behavioral Sciences
TR 11:00-12:15 Hankinson, C. C307

Honors American Politics: (See Section 003 for course description)

HONORS 1230 -003 #11673 (SS, AHG) American Traditions: Social & Behavioral Sciences
TR 2:00-3:15 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 1310 -001 #11674 (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 #13622 (H, CD) Non-Western Traditions: Humanities
MW 11:00-12:15 Lakshmanan, S. C307

Tradition and Modernity in South Asia: This course will introduce students to South Asia - Afghanistan, Bangladesh, Bhutan, India, Pakistan, Nepal, and Sri Lanka. In order to get a better understanding of the nexus between cultural traditions and ‘modernity,’ the course will include the history of the region, the major religions, and some of its cultural traditions. Juxtaposed against this background, we will read novels, short stories, newspaper articles, and watch films dealing with South Asian cultures today. The course format will include presentations, discussions, and group activities. There will be an equal emphasis on the textual and visual aspect of cultures. By drawing on history, religion, music, literature, and cinema, this course seeks to provide students with an interdisciplinary framework for understanding the diverse and often conflicting ways through which South Asia is portrayed and understood.

HONORS 1330 -001 #11675 (SS, CD) Non-Western Traditions: Social & Behavior Sciences
MW 12:30-1:45 Michael, A. C307

Modern Japanese Cinema: The Japanese film industry, one of the oldest and largest in the world, has produced some of the most accomplished and acclaimed films of all time. Its influence on world cinema can be seen in everything from the philosophies of Star Wars to the stylized violence of Tarantino, and from horror to that most American of genres, the Western. Japanese filmmakers have combined native aesthetic and entertainment traditions with foreign storytelling techniques to produce vibrant works with worldwide appeal.
This course will take a chronological approach to the study of the history and aesthetics of Japanese film, with an emphasis on the films of the “Golden Age” of Japanese cinema. Students will come away from the course with a familiarity with the great classic directors (Kurosawa, Mizoguchi, Ozu) and major genres (jidaigeki, gendaigeki, etc.), an understanding of the recurring themes and historical trends within Japanese film, and an appreciation of the interplay between Japanese and Western film industries. Students will learn to approach films critically, and various academic readings on film will be required. Students will be evaluated through class participation, short response papers, and longer papers. Film screenings take place both inside and outside class time.

HONORS 2010 -001 #11676 (H)
Inquiries in the Humanities
MW 11:00-12:15 Neal, M. 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 #11678 (H)
Inquiries in the Humanities
TR 12:30-1:45 Gerth, D. Villa 155

Monsters and Metaphors: Horror: Lurking beneath our fear of vampires, werewolves, demons, and machete-wielding killers in hockey masks is an even darker and more disturbing unease with aspects of society that are far more realistic. Horror fiction and films often act as social and political critiques, morality plays, as well as avenues of psychological catharsis; they offer the imaginary as a substitute for the reality that we do not wish to examine. This course will cover the history of horror in a cultural perspective, exploring the larger, real issues that films and fiction engage with on a symbolic level. Films and/or fiction will include The Bride of Frankenstein, Dracula, The Shining, Rosemary’s Baby, The Exorcist and more.

HONORS 2010 -003 #13567 (H)
Inquiries in the Humanities
TR 2:00-3:15 Petty, C. C209

Honors Public Speaking: Honors Public Speaking acquaints students with principles of speaking before an audience. Theories and techniques of organization, evidence, argumentation, persuasion and delivery are covered with emphasis on ethics and critical thinking. Applying speaking and listening skills to prepare for the workplace or community involvement are emphasized. Students will:

- Understand the role and importance of public speaking in a democratic society
- Learn to appreciate diversity in public speaking
- Know that while hearing is natural, listening is an acquired skill
- Develop effective speech introductions, conclusions and content
- Be introduced to group speech preparation
- Learn that public speaking is a valuable skill

This interesting and interactive class is very useful and suitable for all majors. While it is not cross listed, it counts for Communications 1040.

HONORS 2010 -E01 #11677 (H)
Inquiries in the Humanities
M 5:00-7:40 Wolfe, K. EAB OG1

Storytelling: The Oral Tradition: Professionals incessantly upgrade their presentation skills with the "high-tech" of computer-driven screen and projection multi-media. Yet, cutting-edge technology still has not been able to recreate the effectiveness of the human face, expressions, voice and proximity in communicating knowledge and motivation. Technology's best efforts are faint echoes of the thousands of years of face-to-face interaction, in which storytelling has always had an integral part. Storytelling is still the most powerful method of reaching any child, student, colleague or employee, and it is all based on some remarkably basic principles and practices. These keys are the focus of this course, as well as the transfer of those practices to a variety of practical arenas. Participants learn physical awareness, vocal and facial techniques, story adoption, visualization and telling techniques, as well as coping skills with hesitation towards public speaking. In addition, the course explores the extemporaneous creation of tales to apply immediately in classroom or boardroom situations for illustration and enrichment. The course requires participants to do light creative writing, reflective journaling, and offers many opportunities to perform. If one teaches, instructs or presents at any level, once one comes out from behind the screen and becomes the story, concepts and principles come alive. This course facilitates that emergence.

HONORS 2020 -001 #11679 (H, WC)
Inquiries in the Fine and Performing Arts
F 2:00-4:40 Friedline, G. Villa 155

Bellerive: This exciting course is open to students, sophomores to seniors, who are interested in all of the aspects of the production of our creative writing and art publication, Bellerive. The class will focus upon all of the steps of publishing including: reading and selection of works to be
included, copy editing, communicating with writers, layout design, digital photography and art works, and the marketing and sales of the publication. All students will learn specific editing skills and techniques; however, individuals in the class will be able to choose which areas of work on the book that best suits their interests and talents.

This is a perfect opportunity to learn and to practice the steps that take place in the publication of a book. Students’ grades will be based upon their individual contributions to the publication process, as well as their editing skills and abilities, which will be tested and evaluated.

**This course requires consent of the instructor.**

HONORS 2030 -001 #11680 (SS)
Inquiries in the Social and Behavioral Sciences
TR 2:00-3:15 Hibberd, R. LeGras

Honors Psychology: Past and current topics in the study of human and animal behavior will be covered in a limited-enrollment, seminar course, through the examination of relevant text materials, empirical journal articles, and original film footage of pivotal experiments. Seminar sessions will involve class discussion and debate, class presentations, and seminar activities. We will critically examine the original, empirical writings of the most noted contributors to the field. We will examine the past and present state of the field of Psychology, with special emphasis on the latest findings in the fastest-growing areas of contemporary psychology – such as psychoneuroendocrinology, cognitive psychology, and new approaches to the treatment of psychological disorders, including psychopharmacological therapies.

While this course is not cross-listed, it will count as General Psychology for honors students.

HONORS 2030 -002 #11681 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, R. Seton

The Disease of Fear and the Fear of Disease: Since the beginning of time, humans have faced a battle against infectious disease. As soon as the medical community thought they had eradicated diseases like polio, small pox and the plague, new diseases have appeared and old ones reemerged. With the advent of a possible avian bird flu epidemic, this course will expose students to the history of disease, medicine and society’s reaction to an unknown threat. With the world becoming a more interconnected commercial culture, diseases usually found in remote areas can quickly be transmitted across the globe. How society deals with the threat of epidemic disease can be uncovered by studying the responses of the past as the disease of fear can lead to the prospect of the breakdown of world order.

This course is an interdisciplinary course as we use history, sociology, psychology, economics and political science as a forum for discussing the decisions made by western civilization in regards to commerce, disease and urban and social reform. The course will begin with a discussion on the plague in the fourteenth and fifteenth century and conclude with a study of the avian bird flu.

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 #11682 (SS)
Inquiries in the Social and Behavioral Sciences
W 2:00-4:40 Hensley, T. LeGras

Ethics and Moral Character for the Common Good:
Codes of conduct, personal liability, legal responsibility and character education are terms associated with the establishment and enforcement of moral and behavioral expectations in individuals, organizations, communities, and beyond. The students and instructor in Ethics and More determine the origins of ethics, assess the role of ethics as a stabilizer in society, and explore the possibility of creating ethical change within and among individuals and systems. While much of the course targets ethics of educators, other activities include opportunities to study the role of ethics in diverse professions. A portion of Ethics and More is reserved for independent inquiry in areas of students’ interest with reflections from this research presented and discussed within the class.

HONORS 2030 -004 #11683 (SS)
Inquiries in the Social and Behavioral Sciences
MW 9:30-10:45 Staff. LeGras

The Media at War: From Viet Nam to Afghanistan and Iraq: This Honors course looks at how the coverage of wars has changed over the years, as well as why thorough reporting on conflicts involving U.S. men and women in uniform is essential for the health of American democracy. We will begin by briefly examining how correspondents covered the Civil War, the Spanish-American War, World Wars I and II and the Korean Conflict before delving into coverage of Viet Nam – the only open battlefield for journalists in U.S. history – and the subsequent impact on the thinking of Pentagon officials and U.S. administrations. We will examine the mythology that has taken root about coverage of Vietnam, that correspondents caused the United States to lose that war to communist-controlled North Vietnam. We will then shift our focus to the role of today’s high-tech communications devices, such as satellite phones and laptop computers, that correspondents use to report directly from the battlefield. We will consider the intense debate among professional journalists as to the wisdom of embedding journalists in units in the field in Iraq and Afghanistan. We will use journalists’ accounts of covering combat, as well as DVDs and videos where appropriate. Students are expected to write a research paper.

HONORS 2030 -005 #13346 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Uhlmann, A. LeGras

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 sensible?
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 3290A)

HONORS 2030 -006 #14697 (SS)
Inquiries in the Social and Behavioral Sciences
TR 3:30-4:45 Sopko, M. C307

Honors Drugs and Behavior: The recreational use of mind altering substances has been the topic of intensive, scientific investigation for over 50 years yet many unresolved questions persist. For example, are drug experiences pathways to enlightenment which open “the Doors of Perception” or are they just a means of escaping the trials and tribulations of modern living and getting “high”? In an attempt to address some of these questions, this course will provide an introduction to the relationship between psychoactive substance use and its influence on cognition, emotions, and behavior of individuals and groups as well as social and cultural influences on society at large. The effects of drugs including hallucinogens such as LSD and psilocybin; opiates/opioids such as heroin and oxycodone; as well as marijuana and other substances will be investigated and discussed. The assigned readings will come from a wide range of scientific, literary, and other media sources in order to allow broad exposure to factual information as well as attitudes and opinions about the topic. Students of all majors will enjoy and benefit from this course. While it is not cross listed with psychology, it may be counted as a 2000-level course for Psychology majors.

HONORS 2050 -001 #11685 (NS)
Inquiries in the Natural Sciences
MW 11:00-12:15 Bourne, C. LeGras

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?

HONORS 2050 -X01 #13632 (NS)
Inquiries in the Sciences
TR 2:00-3:15 Granger, C. C211
Fish, J. & Fruend, J.

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 streambed 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.

HONORS 2051 -X01 #13962 (NS—lab)
Inquiries in Natural Science: Laboratory and Field Work
TR 3:30-4:15 Granger, C. C211
Fish, J. & Fruend, J.

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.X01. 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 2060 -001 #13568
Inquiries in Business
TR 9:30-10:45 Uchitelle, B. Seton 19

Honors Legal Environment of Business: 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.

HONORS 2070 -001  #14524
Inquiries in Education
T 2:00-4:40 Dorner, L. Seton 19

Honors Introduction to Learners and Learning: Honors 2070 meets the requirements of EdPsy/TchEd 2212, with a special emphasis on how our views of “learners” and “learning” change over time and differ across cultural contexts. One hundred years ago, for example, American farm families expected 5-year old children to help feed the chickens, clean the house, and prepare meals. While contemporary families in rural China may have similar expectations, many of today’s U.S. parents expect their 5-year olds to play around the house, not work. How do such cultural perspectives affect the ways that we devise learning opportunities for youth?

Through seminar discussions of research publications and novels, examination of our own experiences, and a research project with children, we will analyze how “learners” have been constructed throughout history and are affected by their particular household, neighborhood, and culture. We will also consider how ideas about learning have the power to shape policies in education, health, and similar fields. Thus, even though 2212 is a prerequisite for the Teacher Education Program, course material applies to students interested in learning more about social work, public health, history, etc. (Same as TCH ED 2212 and Ed PSYCH 2212)

HONORS 2071—001  #14064—
Inquiries in Education
MW 2:00-3:40 Tuttle, R C209

Honors Foundations of Teaching in American Schools: While meeting the requirements of the 2209 course in the College of Education, students in Honors 2071 will explore the multiple roles and functions of professional teaching including: communication, leadership, management skills, use of technology, and the identification of needs of diverse populations. Portfolio preparation will be introduced. In addition, students will examine the history, organization, and purpose of public schools in the United States. An overview of current educational issues and selected themes will be presented. The course is required for students seeking admission to the College of Education and is a prerequisite to other professional courses. A minimum of 19 field experience hours are required. 2071 is recognized as an elective history course.

HONORS 2080 -001  #11686
Inquiries in Nursing
W 3:00-5:30 Nelson, J. SCC 110

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  #11687 (H, CD)
Inquiries in the Humanities: Cultural Diversity
T 2:00-4:40 Eckelkamp, E. Villa 155

Images of Japan: This course will explore historical, cultural and societal images of Japan that have been romanticized by the West. The study of historical, sociological and philosophical writings, Japanese literature, and film will form the basis of this exploration. Topics discussed will include the samurai tradition, the geisha, religion, and the impact of classical art forms on modern day society. 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 3010 -001  #11688
Advanced Honors Seminar in the Humanities
M 9:30-12:00 Carroll, J. Seton 19

— The Short Story in World Literature: We shall read a wide variety of shorter fiction, ranging from stories of less than a page to novellas of nearly 100 pages. Many of the stories were written in English, but we shall also read stories from all over the world, and from several different centuries. Along with the stories, we shall read short theoretical works on narrative and short critical commentaries on some of the fiction. The theoretical essays will concentrate on the special challenges and rewards of shorter narratives. (Same as English 4950)

HONORS 3010 -002  #11689
Advanced Honors Seminar in the Humanities
M 2:00-4:40 McGinnis, J. LeGras

Philosophy of Science in Historical Perspective: The course is a mixture of historical, philosophical, and “experimental” approaches to early science. It is historical in that we read several selections of important scientific texts and situate them within their historical and cultural context. Some of the authors included are Aristotle, Euclid, Hippocrates, Galen,
Ptolemy, Francis Bacon, Harvey, Galileo, Kepler, and Newton. The course is philosophical in that we inquire into the underlying philosophical concerns that motivated these early scientists. We ask such questions as “Are these earlier scientists’ arguments good arguments (especially within their own historical context, but also given what we have learned from modern science)?”; “How did they picture the scientific enterprise?”; “What type of scientific methodology did they use?”. I call the course “experimental” in two senses. First, the class has five “in class” science labs and since this approach is, I believe, novel for a humanities course, the course may be described as “experimental”. Second, we actually will perform some of the experiments and follow the procedures suggested in the texts that we read. For instance we do several of the experiments suggested in Harvey’s *On the Motion of the Heart and Blood in Animals*; (if I can get my hands on either a cow or pig heart) we dissect a heart in the fashion of ancient anatomists; following the model of Euclid we provide mathematical explanations for various phenomena concerning perspective (and hopefully mirrors); we track changes in various celestial bodies (the sun and moon) using sun dials and naked-eye observations; we perform Galileo’s inclined plane experiments and look at their role in the development of the concept of inertia formed by Newton. In the end, I hope that the student walks away with both a theoretical and practical understanding of the early stages of one of humanities greatest accomplishments, science.

(Same as Philosophy 2282)

HONORS 3010 -003 #11690  (GA) 
Advanced Honors Seminar in the Humanities  
F 9:30-12:00  
Griesedieck, 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.

(Same as BUS AD 3198)

HONORS 3010 -004 #11691  
Advanced Honors Seminar in the Humanities  
MW 12:30-1:45  
Nigro, K.  
LeGras

Ghost Stories and 19th Century Spiritualism: What sets the “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? The dawning of the twentieth century was also the dawning of the age of Freud, and we will consider how writers incorporated elements of psychology into their works. In addition, 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 ghost stories, as well as British and American social and literary theory and history, for a well-rounded view of this cultural phenomenon. There will be a final research paper requirement for this class.

(Same as GS 3350 and English 4930)

HONORS 3010 -005 #11692  
Advanced Honors Seminar in the Humanities  
R 2:00-4:40  
Baldus, K.  
Villa 1559

Honors 18th Century Novel: Although it’s difficult for anyone who has walked the aisles of Barnes & Noble to imagine a world without novels, readers in eighteenth-century England encountered this new genre for the first time. As authors experimented and gradually defined the novel, readers eagerly consumed the innovative texts. Early in the century, authors like Daniel Defoe and Eliza Haywood catered to the public appetite for sensational fiction about adventures in faraway lands and scandalous romantic tales. Responding to such popular fiction, later authors like Samuel Richardson and Henry Fielding determinedly nudged the novel into newly respectable territory, helping to establish the genre as the dominant literary form of the century. With its importance and popularity firmly embraced by readers, the final decades of the eighteenth century witnessed an explosion of experimentation in forms like sentimental and Gothic novels. This class will focus on this time period of creative innovation in the novel, juxtaposing readings of these texts with perspectives of modern critics of the novel. We’ll also situate these novels within discussions of the revolutionary changes shaping eighteenth-century England, a time of an expanding literary marketplace, increasing commercialization, growing social mobility and evolving constructions of gender. Student work will include informal responses to the reading, an oral presentation, and two essays.

(Same as English 4450)

HONORS 3010 -006 #14525  
Advanced Honors Seminar in the Humanities  
TR 2:00-3:15  
Bohan, R.  
Lucas 203

Modernism and Modernity in New York 1900-1930: New York has long been the destination of individuals seeking to make it BIG in the arts. This course applies an historic lens to New York’s importance for the arts, focusing attention on the formative years between 1900 and 1930 when modernism was just coming into its own. New York challenged artists in the visual, performing and literary arts to expand and redefine their relationship with themselves, their profession and the world at large. The impact of technology, the rise of the skyscraper, exchanges between American and European artists, especially the presence in New York of Marcel Duchamp and Francis Picabia, and the influx of African American writers and artists to Harlem transformed New York into a major center of modernist activity that was in many ways the envy of Europeans. Walt Whitman’s growing international stature, together with the formal and thematic radicalism of his verse, and especially its intoxicating individualism, proved especially
importance in setting the tone for this first group of American modernists. The course will focus primarily on modernity in the visual arts, but there would also be discussions of modern dance (Isadora Duncan), film (D.W. Griffith and Charlie Chaplin), and poetry (William Carlos Williams and Langston Hughes). (Same As Art Hist 4475)

HONORS 3030 -001 #11694 Advanced Honors Seminar: Social & Behavioral Sci. M 2:00-4:40 Hankinson, C. C307

Politics and Pop Culture: We live in a world where the lines between entertainment and politics have become increasingly blurred. Movie and sport stars run for and are elected to public office, candidates are marketed like toothpaste, and our favorite TV shows, movies, and songs are often filled with political content. This course examines the role that the entertainment media (particularly music, television and film) plays in shaping the political attitudes of Americans, particularly young adults. In addition to reading social science and cultural studies research in this area, students will listen to and/or view a number of songs, television programs and movies that contain political content or have been shown to influence the socio-political values of their users. It should be noted that this is not an “appreciation” class: students will be required to examine topics through the eyes of a scholar, not a consumer. (Same as Political Science 3390)

HONORS 3030 -002 #11695 Advanced Honors Seminar: Social & Behavioral Sci. W 2:00-4:40 Kimball, D. Villa 155

---Redistricting and Political Geography: The course will cover some of the main concepts and methods used to incorporate geography in political science. This will include reading several important studies in political geography and learning to use GIS mapping software. There will be two main assignments in the course. One paper will examine population and demographic changes in Missouri that will influence political redistricting that will likely be occurring at the same time as the course. Students will have the chance to create their own district maps for Missouri. For the second paper assignment, students will write a research paper on a topic of their choice using the methods covered in the course.

HONORS 3030 -003 #13570 (GA) Advanced Honors Seminar: Social & Behavioral Sci. W 2:00-4:40 Segal, U. C307

Human Migration: Its Implications: With enhanced global communication and exchanges and the ease of transnational transportation, international migration continues on the rise. The movement of people has advantages and provides challenges to sending and receiving countries as well as for the migrants themselves. This course examines the causes and consequences of human migration and provides a multidisciplinary backdrop for students to develop an understanding of the phenomenon of population movements with relevance for their particular fields of study. Thus, for example, students in business would gain knowledge of the migration experience for consumers, small business owners, and human resource management; education majors would benefit as they work with diverse student populations in schools; nursing students may develop an appreciation for cultural norms that prevent patient compliance; students in social work, psychology, and counseling may get a better understanding of issues of adaptation; and majors in political science could gain an appreciation for causes of policy development and implications of implementation. Human migration affects all of us, as well as most of our major disciplines of study. (Same as Soc Wrk 4631)

HONORS 3030 -004 #13964 (GA) Advanced Honors Seminar: Social & Behavioral Sci. T 2:00-4:40 Mushaben, J. SSB 344A

---Mega Cities and Diasporas: Understanding Global Migration: Major cities have historically functioned as centers of commerce, culture, and technological innovation. They have also become cauldrons of poverty, criminality, violent protest and terrorist sleeper cells. As of 2001, 31.6 per cent of the world’s urban population lived in slum, a particular plague in developing states. UN Habitat studies predict that the number of urban dwellers will reach 5 billion by 2030 out of a total population of 8.1 billion. Annual urban growth rates are highest in Sub-Saharan Africa, South-Eastern Asia and Eastern Asia. Once defined as metropolitan areas accommodating over 5 million people, today’s mega-cities must provide the means of survival for 10 to 25 million residents. This astounding mass migration to major cities has been fueled in part by shifts in global markets, structural adjustment policies, natural catastrophes and ethnoreligious conflagrations. This course will examine the causes and effects of mega-city development and migrating diasporas (e.g., European Muslims, Jewish refugees, Kurds) in a variety of national settings, including but not limited to Germany, Brazil, Mexico, China, India, Turkey and Kenya. It will definitely foster “global awareness,” as well as a better understanding of the “interconnectedness” of politics, economics and climate change across the planet. (Same as Pol Sci 3595)

HONORS 3100 -001 #11696 Honors Advanced Composition: Jr. Level Writing Req. MW 11:00-12:15 Friedline, G Villa 155

HONORS 3100 -003 #11698 Honors Advanced Composition: Jr. Level Writing Req. TR 12:30-1:45 Torrusio, A. Seton 19

HONORS 3100 -004 #11699 Honors Advanced Composition: Jr. Level Writing Req. TR 9:30-10:45 Walterscheid, K. C307

All transfer Honors students are required to take this junior-level course, unless their major requires a specific junior-level writing class. Other Honors students are encouraged to take Honors 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 3160 -001 #11700**
Honors Writing in the Sciences
TR 11:00-12:15                Torrusio, A.     Seton

Writing in the Sciences: As a science or nursing major, are you frustrated by the requirement to take an upper level writing course focused around traditional composition concepts and a series of modal essays? Would you like an alternative that is more appropriate to your future academic and career needs? Are you interested in a writing course that will help you develop successful strategies and techniques for effective communication in your field?

In this course, we will concentrate on the particular types of writing encountered by students and professionals in scientific fields. Our course text covers relevant aspects, forms, and techniques associated with writing in the sciences—including identification, summary, synthesis, evaluation, and appropriate citation and documentation. We will also examine contemporary published writing that models these aspects, forms, and techniques. Emphasis will be placed on precision, clarity, accuracy, and professionalism. Formal and informal assignments will include routine forms, lab notes, abstracts, reports, presentations, and proposals. These assignments will culminate in a semester project that offers students an opportunity to investigate interesting, relevant, contemporary issues and topics within their major. Near the end of the semester, students will have the opportunity to apply course concepts in an oral presentation developed from their semester project.

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 4100 -001 #11701**
Independent Portfolio Writing
ARR    Wilson, R.    ARR

**Section 001 of 4100 is intended for students who are planning on applying to graduate school. Students may enroll for one-hour credit; however, they may enroll for two-hour credit if they desire additional assistance and work.

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 #11702**
Independent Portfolio Writing
ARR    Baldus, K.    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 #11703**
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.

HONORS 4100 - 004 #14701
Independent Portfolio Writing
ARR  Staff  ARR

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 #11704
Independent Study in Honors
ARR  Bliss, B.

HONORS 4900 - 002 #11705
Independent Study in Honors
ARR  Hankinson, C.

HONORS 4900 - 003 #11706
Independent Study in Honors
ARR  Gleason, N.

HONORS 4900 - 004 #11707
Independent Study in Honors
ARR  Noll, B.

HONORS 4900 - 005 #11708
Independent Study in Honors
ARR  Baldus, K.

HONORS 4900 - 006 #11709
Independent Study in Honors
ARR  Gerth, D.

HONORS 4900 - 007 #11710
Independent Study in Honors
ARR  Hensley, T.

HONORS 4900 - 008 #13298
Independent Study in Honors
ARR  Friedline, G.

HONORS 4910 - 001 #11711
Independent Study: Internships
ARR  Noll, B.

HONORS 4910 - 002 #14140
Independent Study: Internships
ARR  Hankinson, C.

HONORS 4915 - 001 #11712
Independent Study: Off-campus Internship
ARR  Gleason, N.

HONORS 4915 - 001 #14532
Independent Study: Off-campus Internship
ARR  Noll, B.