PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Spring 2011 Courses

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

HONORS 1100 -001 #11551
Freshman Composition
MW 9:30-10:45  Ayes, O.  C309

HONORS 1100 -002 #14253
Freshman Composition
TR 9:30-10:45  Ayes, O.  C309

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 #14254  (H)
Western Traditions: Humanities
TR 11:00-12:15  Walterscheid, K.  C209

Introduction to Detective Fiction: Detective fiction has been and remains a popular genre in print and film media. What does its popularity say about our society? That we love a mental challenge or that we are fascinated by murder? Why did this popular genre not evolve until the 19th century? We will discuss these topics and more as we examine the varieties of the detective story, such as literary, country house, noir, police procedural, and hard-hitting CSI mysteries. So put on your deerstalker cap and find your magnifying glass. Authors will include Poe, Doyle, Christie, Hammett, and Borges. Student detectives will present their analysis of the clues and the evidence through class discussion, a short oral presentation, journals, and short formal papers.

HONORS 1130 -001 #11552  (SS)
Western Traditions: Social and Behavioral Sciences
MW 3:30-4:45  Vermillon, M.  Seton

Science vs. Pseudoscience in Archaeology: This course will explore the data surrounding notable claims such as Atlantis, Piltdown man, the Shroud of Turin, the Cardiff Giant, Psychic Archaeology, and other myths, mysteries, and hoaxes in archaeology. Through our evaluation of these claims, students will learn about the methods that archaeologists use to uncover the truth and will come to understand the true nature of scientific inquiry and how the scientific method is applied to archaeological as well as other areas of research. Critical thinking skills are enhanced as students identify, analyze, and assess the strengths and weaknesses of data presented (or withheld!) for these and other reported claims.

The skills necessary to identify a fraudulent claim will be developed during class as students analyze and discuss the examples in the text, as well as those in contemporary publications. Written assessment exercises of such claims will be conducted in class and, where possible, we will explore the topics visually using film and Power Point. Finally, each student will be required to detect and research a possibly fraudulent claim, analyze the data, write a paper, and present the findings to the class.

HONORS 1201 -001 #11553  (H)
Freshman Symposium: Cultural Traditions II
MW 2:00-3:15  Baldus, K.  Seton
(See Section 006 for course description)

HONORS 1201 -002 #11554  (H)
Freshman Symposium: Cultural Traditions II
MW 11:00-12:15  Baldus, K.  Seton
(See Section 006 for course description)

HONORS 1201 -003 #11555  (H)
Freshman Symposium: Cultural Traditions II
MW 12:30-1:45  Noll, B.  Seton
(See Section 006 for course description)

HONORS 1201 -004 #11556  (H)
Freshman Symposium: Cultural Traditions II
TR 2:00-3:15  Friedline, G.  Seton
(See Section 006 for course description)

HONORS 1201 -005 #11557  (H)
Freshman Symposium: Cultural Traditions II
TR 11:00-12:15  Schuman, R.  Seton
(See Section 006 for course description)

HONORS 1201 -006 #14255  (H)
Freshman Symposium: Cultural Traditions II
TR 9:30-10:45  Schuman, R.  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 1230 -001 #11558 (SS, AHG)  
American Traditions: Social & Behavioral Sciences  
TR 11:00-12:15  
Hankinson, C.  
C307

Hons 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 -002 #11559 (SS, AHG)  
American Traditions: Social & Behavioral Sciences  
MW 9:30-10:45  
Weber, K.  
Villa 155

The American Experience: Is America the Land of Liberty Part II: Join us as we investigate controversial American topics after the Civil War such as the KKK, Big Business, Japanese Internment, McCarthyism, The Civil Rights Era, The Counter Culture and the Patriot Act.

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 that “liberty” has not always applied to everyone.

This class is designed to introduce students to various political, economic, religious and social ideas that have manifested in the life of a developing nation since the Civil War. “Liberty, Part I” is not a prerequisite for this course as this course will explore the concept of liberty during the last one hundred and fifty years of America’s development.

Although this course will satisfy the state requirement, it 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 1310 -001 #11560 (H, CD)  
Non-Western Traditions: Humanities  
MW 11:00-12:15  
Lakshmanan, S.  
C209

Tradition and Modernity in South Asia: This course introduces 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, and watch films dealing with contemporary issues. Readings include The Bhagavad Gita, The Reluctant Fundamentalist by Mohsin Hamid, and Nine Lives by William Dalrymple. 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 1310 -002 #11561 (H, CD)  
Non-Western Traditions: Humanities  
TR 9:30-10:45  
Meier, D.  
C307

The Literature of South Africa: With the end of apartheid at the end of the 20th century, a new interest in the literary tradition of South Africa has emerged. In addition to the writers of European descent (Athol Fugard, Alan Paton, Nadine Gordimer), there has also been a light shone on those native black South Africans who have made a significant contribution to the literary canon. This course will study a sampling of such literature, including Alan Paton’s Cry, the Beloved Country; Athol Fugard’s Master Harold and the boys…; a selection of short stories by Nadine Gordimer; a selection poems by various contemporary authors. In addition to a literary study, the class will also explore the various social and political forces which have shaped the development of South Africa during its struggle against apartheid.

HONORS 1330 -001 #13686 (SS, CD)  
Non-Western Traditions: Social & Behavior Sciences  
MW 12:30-1:45  
Michael, A.  
C307

Japanese Popular Culture: Anime, manga, music, fashion: these are just a few of Japan's current exports. While many in the West recognize these flashy and colorful forms, few realize the true extent of the cultural influence these forms have had on American culture. In this course, we will examine how contemporary Japan is displayed and understood in various visual and literary arts. Rather than a synecdochized, fetishized generalization, we will examine social, ethical, and cultural issues that contribute to what Japan says about itself.
They will learn the methods, styles and techniques of satirists to create their own online galleries of collected satirical bits. They'll add their own pieces to that collection in various media that express their own views on human behavior, current issues and whatever subject they desire to tackle. See underneath the amusement. Decode the jester's intent. After all, they say it takes some thought to understand satirical content, and almost none to be offended by it.

HONORS 2010 -004 #11566 (H)  
Inquiries in the Humanities  
TR 2:00-3:15  
Schuman, R.  
LeGras

The World of Kafka: The recent discovery of several unpublished manuscripts by Franz Kafka in a safe deposit box in a Swiss bank have propelled Kafka into the headlines—not for the contents of the manuscripts, but for the absurd legal battle currently preventing us from seeing them. Little in the "real world" could come closer to imitating the perplexing, confounding events of Kafka's narrative universe, which is one where people are sometimes sentenced to death for violations of a law they can never know. Regardless of the outcome of "Kafkagate," the author's published canon continues to confound and captivate generations of literary scholars and pleasure-readers alike. The interdisciplinary approach of this course—which includes the exploration of both philosophical and psychoanalytic approaches to Kafka's work—serves two connected purposes. The course will not only help students to see why Kafka continues to be one of the most widely-read authors in the world, but will also help them to develop innovative approaches to literary criticism applicable to all future endeavors in the Humanities.

Texts for this course include much of Kafka's best-known canon, including the novels The Trial and Amerika (The Man who Disappeared), and the short stories "The Judgment," "In the Penal Colony" and "A Hunger-Artist." In addition, we will explore many of his lesser-known works, including stories, aphorisms, diary entries, letters to friends and family, and even his professional correspondence. We will also explore some relevant texts by Friedrich Nietzsche and Sigmund Freud, among others, as well as the many incarnations of Kafka's work in cinema and popular culture. Depending on the outcome of the current legal battle, this course may also be one of the first to examine Kafka texts never before seen by the public.

HONORS 2010 -005 #13687 (H)  
Inquiries in the Humanities  
W 2:00-4:40  
Piccinini, G.  
C209

Minds, Brains and Evolution: This course examines how evolution shapes cognition, emotion, and behavior. Among the topics that may be covered are the process of evolution, the environment in which human evolution mostly played out, survival, mate selection and retention, parenting, kinship, social behavior, aggression, and conflict. At issue is the extent to which psychological traits and behaviors are naturally selected and genetically inherited, an ancient debate now enlivened by new science. The course draws from psychology, neuroscience, biology, anthropology, and other fields. Students of all majors might be interested in the interdisciplinary nature of this course.
Assignments will include a reading journal, a presentation and a few short papers.

(Same as Philosophy 2280)

HONORS 2020 -001 #11567 (H, WC)
Inquiries in the Fine and Performing Arts
MW 11:00-12:15 Dwiggins, K. C309

Introduction to Poetry Writing: A workshop introducing students to the writing of poetry. We will share, read and provide feedback to each other’s work in a round-table discussion, with an emphasis on learning about poetry, as well as working and reworking ideas, language, images, structure, etc. We will study contemporary figures as models to help students develop a greater sense of voice, audience, image and form. We will also study significant movements in poetry’s history, such as Confessionalism, Dadaism, Formalism, Freeverse, etc. A portfolio of poems will make up the bulk of the final grade, along with a self-study assessment of one of the students’ own poems, weekly journal assignments and class participation. Some writing prompts will be given as creative exercises, but otherwise the writing students do will be driven by their own inspiration. Textbook: Perrine’s Sound and Sense: An Introduction to Poetry by Thomas Arp and Greg Johnson; Oxford Concise Dictionary of Literary Terms by Chris Baldick

HONORS 2030 -001 #11568 (SS)
Inquiries in the Social and Behavioral Sciences
TR 9:30-10:45 Wilson, R. LeGras

1968: The Year That Changed a Nation: Of all the watershed dates in American history, arguably no other year has had such a lasting impact as 1968. It was a time when the violence, diversity, and continual change brought hope for many and despair for others. This course will examine the emotionally charged year of 1968 in order to understand its lasting contribution forty years later. Some of the topics to be discussed are the assassinations of Martin Luther King Jr. and Robert Kennedy, the Vietnam War and the Tet Offensive, the Democratic National Convention riots, the New Feminist ideal, the counterculture, the Mexico City Olympics, and the Black Power movement. The country was in turmoil as fathers fought sons, blacks fought whites, women fought men, the young fought the old, and throughout the nation there was a collective concern as to whether America could find its way and regain its balance.

(Same as History 2000)

HONORS 2030 -002 #11569 (SS)
Inquiries in the Social and Behavioral Sciences
TR 2:00-3:15 Hankinson, C. C307

Scanning the Future: Seven Revolutions: 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 -003 #11570 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, R. Seton

Disasters: Nature’s Fury vs Man’s Resolve: In most cases there was not a warning. In an instant, everyone’s world was turned upside down and many people quickly lost their lives. Join us as we examine the historical significance of some of the globe’s great natural and man made disasters. In this class we will analyze such stories as Hurricane Katrina, the 1906 San Francisco Earthquake, the eruption of Mt. St. Helens, the Space Shuttle Explosions, and many other disasters that have impacted recent civilization. Although this is a history based course, it will probe into the social, political, and economic consequences that may have contributed to the tragedy, as well as the various affects that the disaster had on the community’s aftermath.

(Same as History 2000)

HONORS 2030 -004 #11571 (SS)
Inquiries in the Social and Behavioral Sciences
MW 12:30-1:45 Weber, K. Seton 19

The History of Sex and Sexuality in America: What roles do sex and sexuality play in American history? Sex practices can serve as an alternative to the beliefs of mainstream society, such as they did in the Oneida Community in the 1840s that practiced group marriage. Sexual activity can serve as an example of one group’s power over another, as it did in the time of slavery. Sexuality can be a defining force of a community, as it is among the homophile movement in the 1950s and the gay liberation movement in the 1960s. If you consider their reproductive, intimacy, and leisure aspects as well, sex and sexuality have been a fundamental force in shaping American society.

Throughout this course we will look at the many ways in which sex and sexuality have influenced American society, culture, and politics. We will specifically focus on the ways in which gender, race, class, orientation, and region have affected the sexual lives and attitudes of Americans over time. We will also look at the technology, the laws, and the religious and moral beliefs that have shaped their actions. Topics we will discuss include abortion, pregnancy, homosexuality, contraception, prostitution, sexually transmitted disease, and sex education.

(Same as Women and Gender Studies 2150)

HONORS 2050 -001 #11572 (NS)
Inquiries in the Natural Sciences
MW 11:00-12:15 Bourne, C. LeGras

Epidemics, Emerging and Re-Emerging Diseases: We will survey the scientific and public health issues involved in the
great epidemics and pandemics in world history and try to draw connections and comparisons with contemporary emerging and re-emerging epidemics and pandemics. From the gory descriptions and depictions of the Black Death to the ravages of the current AIDS pandemic, mankind is in a race to defeat disease.

We will look at a number of re-emerging infectious diseases such as Polio, Tuberculosis, Ebola, Bird Flu and recent threats of SARS and West Nile Virus as well as some old standbys such as Cholera, Typhoid, Influenza and Malaria. What is the likelihood of bioterrorists using Smallpox as a bio-weapon in some future conflict? How safe are we? What are agencies like The World Health Organization, the CDC or NIH doing to keep us safe? Will public figures like Bono and Bill Gates provide enough money and publicity to eradicate these scourges from the face of the earth?

Class meetings will include discussion and analysis of assigned books, videos and current research articles with class exercises and group presentations. Two ten-page papers.

HONORS 2050 -002 #11573 (NS)
Inquiries in the Natural Sciences
MW 12:30-1:45 Bourne, C. LeGras

Mad Scientists, Catalysts of Change and Scientific Inquiry: This course explores some of the great ideas of science and how they have permanently changed the course of scientific and world history. Through biographical videos and readings we examine the radical ideas and lives of many remarkable scientists who have generated these ideas. One goal will be to seek answers to questions such as what were their processes; why were these ideas so revolutionary and how do they impact our lives today? What is the nature of scientific inquiry and how has it changed over time? Has technological innovation changed our questions, the process of science or how hypotheses are tested? What are the roles of publication and peer review? Is accepted scientific knowledge consensus based? What lessons can we take for our own approach to the realities of the 21st century? For example, an effective 21st century “scientific mindset” might require us to understand cause and effect relationships and base opinions on evidence and facts. We will look at Galileo, Newton, Darwin, Mendel, Watson & Crick, Einstein, Franklin, McClintock, Feynman, Hawking and others such as Fauci, Hansen, Fleming, Florey, Salk, Collins &Venter, Wilson, and Grant. Grades will be based on several essays, quizzes, class presentations, analysis of videos and readings, attendance and active participation in class discussion.

HONORS 2050 -003 #13255 (NS)
Inquiries in the Natural Sciences
TR 12:30-1:45 Feldman, B. C309

Science in the News: The students in this small discussion seminar will read about, discuss, debate, and write essays on selected topics that have received much recent attention in the news. Topics might include the use and abuse of antidepressant drugs, the biological effects of electromagnetic fields, global warming, theories of intelligence based on race (The Bell Curve vs. The Mismeasure of Man) and psycho kinesis. The students will write a long paper and present an oral report on a scientific topic of their choice.

HONORS 2050 -X01 #13665 (NS)
Inquiries in the Sciences
TR 2:00-3:15 Granger, C. Fish, J. & Fruend, J.

Urban Ecology: Habitat Conservation and Restoration: Urban Ecology – Conservation and Restoration is a hands-on, project-based outdoor environmental studies course. Students explore south campus and neighboring St. Vincent Park, study ecology and American conservation thought, and address natural area restoration. This course studies urban ecosystem management and connects environmental thinking, science literacy, and community development to improve urban sustainability. Student projects and data are shared with land managers to affect park and campus land use. Students registered for Urban Ecology must also register for Honors 2051. Inquiries in Science: Laboratory and Field Work. These courses meet requirements for laboratory science General Education and 200-level Honors College certificates.

Students registered for Urban Ecology 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 200-level course Honors College certificate requirements.

HONORS 2051 -X01 #13666 (NS—lab)
Inquiries in Natural Science: Laboratory and Field Work
TR 3:15-4:00 Granger, C. Fish, J. & Fruend, J.

Field Study of Urban Ecology: Habitat Conservation and Restoration: This is a companion field work course to Urban Ecology Habitat Conservation and Restoration 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 #11574
Inquiries in Business
TR 9:30-10:45 Grimm-Howell, E. 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 2310 -001 #11576 (H, CD) Inquiries in the Humanities: Cultural Diversity T 2:00-4:40 Eckelkamp, E. Villa 155

The Way of the Warrior: The Samurai Tradition in Japanese Literature and Film: 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 2191 and Anthropology 2191)

HONORS 3010 -001 #11577 Advanced Honors Seminar in the Humanities TR 2:00-3:15 Sweet, N. C309

Tales of the Islamic East: Western accounts of the Islamic East and post-colonial responses to those accounts resonate in the present struggle between East and West, providing valuable reading for tomorrow's leaders. Course readings include Edward Gibbon on Mohammad, Lady Montague on Turkey, a Byronic Oriental Tale, a novel by Disraeli and a film on T.E. Lawrence—both architects of British strategy in the East, Edward Said's critique of Orientalism, and post-colonial novels by El Saadawi, Naipul, and Rushdie. Gender issues thread through this cultural struggle, and we will be sensitive to their role in literature. (Same as English 4936, Women and Gender Studies 4936)

HONORS 3010 -002 #11578 Advanced Honors Seminar in the Humanities T 2:00-4:40 McGinnis, J. C209

Medicine, Values and Society: We'll focus on a variety of ethical and social issues raised by contemporary scientific medicine. We'll consider issues in areas such as: organ transplantation (e.g. selling organs, selecting recipients), genetic technology (e.g. screening for breast cancer, genetic discrimination, gene therapy), assisted reproduction (e.g. cloning, buying ova and embryos on line), and human experimentation (e.g. cross-species transplants, drug trials). We'll discuss the concept of disease and examine the claim that diseases are not so much objective states as "socially constructed" categories. This will lead us to ask about the nature of mental illness and the use of Prozac as a "mood enhancer." We'll consider medicine and its relation to individuals and society (e.g. medicine’s dealings with women, people of color, people from another culture).

This course is designed for students who are willing to engage in serious discussions and inquiry about medical values in our society and the implications of contemporary scientific medicine. Students must be prepared for each class meeting by completing all homework and preparing for the class discussions and various presentations. This timely and interesting class is suitable for most majors, particularly those in the sciences, pre-med, nursing, and philosophy. (Same as Philosophy 2258)

HONORS 3010 -003 #11579 (GA) Advanced Honors Seminar in the Humanities MW 9:30-10:45 Noll, B. Seton

The Outsider in Modern European Literature: In this discussion seminar, students will meet Gustav Aschenbach, Harry Haller, Mrs. Dalloway, and other well-known outsiders from Russia, the Czech Republic, Turkey, France, Germany, Britain, Denmark, and Italy. By examining these fictional characters in their late 19th and 20th century European environments, we will consider the political, social, economic, and religious forces that contribute to a character’s sense of otherness and we will ask which personality traits make these outsiders attractive to readers and writers alike. Which aspects of the outsider do we as readers relate to? What do authors gain by focusing on characters who have checked out voluntarily or have been marginalized by forces beyond their control? By comparing stories and short novels (and a film or two) from several European countries, we will examine whether the outsider’s experience is fundamentally different in different cultures. (Same as English 4930, History 3142, Women and Gender Studies 3350)

HONORS 3010 -004 #11580 Advanced Honors Seminar in the Humanities MW 11:00-12:15 Nigro, K. Seton

America’s Slave Narratives: This class is designed to investigate the apparent as well as the implied meanings in the Library of Congress slave narratives from the Federal Writers’ Project of the 1930s. We will use the reader The Slave’s Narrative, edited by Charles T. Davis and Henry Louis Gates, Jr., as it provides many valuable primary documents as well as contextual material for grounding our investigation. We will read other relevant texts as well that deal with the focus on race, gender, and power in nineteenth-century America, including Celia, a Slave by Melton McLaurin (nonfiction) and Property by Valerie Martin (fiction). Each student will explore the slave narratives of one American state, available on the Library of Congress website, for a research/technology project. Emphasis will be on class discussion, critical thinking, and analytical writing with several short papers in addition to the research project. Several field trips close to campus may be included. (Same as English 4930, History 3142, Women and Gender Studies 3350)

HONORS 3010 -005 #11581 Advanced Honors Seminar in the Humanities F 9:30-12:10 Griesedieck, D. LeGras

American Philosophy: We study three major eras of American philosophy: transcendentalist (Emerson, Thoreau),
pragmatist (Peirce, James, Dewey) and analytic (Carnap, Quine, Rorty). The overriding aims of the course are (1) to see these philosophies as reflections of the distinctive American environment, and (2) to understand the evolution from one era to another.

There will be two medium-sized papers (7-10 pages) and a number of shorter written assignments. These, along with your class participation, will be the basis for your grade.

(Same as Philosophy 3307)

HONORS 3030 -001 #11583
Advanced Honors Seminar: Social & Behavioral Sci.
R 1:00-3:30 Hensley, T. Seton 19

Leading the Way: From Theory to Personal Practice:
This course moves beyond traditional leadership theory into exploring what makes leaders effective in their homes, schools, businesses and communities. Following an introduction to leadership theory, students explore leadership practices through a personal inventory of instruments, discussions, and projects. With an emphasis on developing shared vision and community the role that leadership plays in personal and professional venues is examined. Class meetings, including a series of mini-workshops, are combined with individualized sessions as individual interests determine avenues for research. Successful area leaders will address the class on-campus and in visits to work environments. As an Advanced Honors Seminar, Honors 3030 is applicable to all disciplines that place value upon leadership development.

HONORS 3030 -002 #11584
Advanced Honors Seminar: Social & Behavioral Sci.
MW 2:00-3:15 Wright, P. LeGras

Human Ecology, Cultural Collapse and Sustainable Development: Are you interested in discussions about sustainability? If so, join us for a look through time and across regions to understand better human resilience and our ecological vulnerability. We will review the archaeological evidence for the alleged collapse of the Classic Period Maya, read Jared Diamond’s account of the failure of Medieval Norse Society, and discuss the environment and economy in 1800-1949 China, among many other relevant issues. Students should be prepared to conduct their own research, to analyze the assigned reading, and to participate in thought-provoking discussions. This is a discussion course in which the student’s grade will be based on participation, two 20 minute presentations, and a 10-15 term paper with a comprehensive bibliography. The presentations will be focused on particular cultures (e.g., the collapse on Easter Island or sustainability among the Australian Aborigines), whereas the term paper will be more topical and take a cross-cultural approach (e.g., water usage among peoples of the desert environments, deforestation in tropical Asia, or sustainable agricultural techniques across the Americas). (Same as Anthropology 3290)

HONORS 3030 -003 #11585 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
TR 12:30-1:45 Brownell, S. LeGras

Contemporary Chinese Society: China marked its emergence as a world power with the 2008 Beijing Olympics and the 2010 Shanghai World Expo. What does China’s emergence mean for the U.S. and the global balance of power? Should the rest of the world be afraid? This course will provide an on-the-ground view of how the rapid social transformations
taking place in China are changing the lives of everyday people, as well as what they think about their country and their government. Mainly through ethnographic studies of real people, it will cover environmental issues, the one-Party political system, human rights, and other challenges. It will also analyze how these issues are often mis-represented in the Western media and why.

(Same as Anthropology 3291)

HONORS 3100 -001  #11587
Honors Advanced Composition: Jr. Level Writing Req.  
MW 9:30-10:45  Dwiggins, K.  Seton 19  
(See Section 004 for course description)

HONORS 3100 -002  #11588
Honors Advanced Composition: Jr. Level Writing Req.  
TR 9:30-10:45  Torrusio, A.  C209  
(See Section 004 for course description)

HONORS 3100 -003  #11589
Honors Advanced Composition: Jr. Level Writing Req.  
TR 12:30-1:45  Torrusio, A.  C307  
(See Section 004 for course description)

HONORS 3100 -004  #11590
Honors Advanced Composition: Jr. Level Writing Req.  
MW 2:00-3:15  Dwiggins, 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  #11591
Honors Writing in the Sciences  
TR 11:00-12:15  Friedline, G.  Villa 155

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  #11592
Independent Portfolio Writing  
ARR  Baldus, K.  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  #11593
Independent Portfolio Writing  
ARR  Walterscheid, 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 #11594
Independent Portfolio Writing
ARR Hensley, T. 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 #11595
Independent Study in Honors
ARR Bliss, B.

HONORS 4900 -002 #11596
Independent Study in Honors
ARR Friedline, G.

HONORS 4900 -003 #11597
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -004 #11598
Independent Study in Honors
ARR Gleason, N.

HONORS 4900 -005 #11599
Independent Study in Honors
ARR Baldus, K.

HONORS 4900 -006 #11600
Independent Study in Honors
ARR Hankinson, C.

HONORS 4900 -007 #11601
Independent Study in Honors
ARR Noll, B.

HONORS 4900 -008 #11602
Independent Study in Honors
ARR Noll, B.

HONORS 4910 -001 #11603
Independent Study: Internships
ARR Noll, B.

One group meeting will be required: Friday, Jan. 21 from 1:00-2:30 p.m.

HONORS 4915 -001 #11604
Independent Study: Off-campus Internship
ARR Noll, B.