PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Fall 2012 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 #11611
Freshman Composition
MW 11:00-12:15 Baldus, K. C209

HONORS 1100 -002 #11612
Freshman Composition
MW 2:00-3:15 Baldus, K. C209

HONORS 1100 -003 #11613
Freshman Composition
TR 12:30-1:45 Gerth, D. C307

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

HONORS 1110 -001 #11614 (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 superheros, 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 it means to be masculine or feminine in American popular culture.

(Same as Gender Studies 2150)

HONORS 1110 -002 #11615 (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 1200 -001 #11616 (H)
Freshman Symposium: Cultural Traditions I
TR 9:30-10:45 Dwiggin, K. Villa 155

HONORS 1200 -002 #11617 (H)
Freshman Symposium: Cultural Traditions I
MW 2:00-3:15 Friedline, G. Seton

HONORS 1200 -003 #11618 (H)
Freshman Symposium: Cultural Traditions I
MW 12:30-1:45 Noll, B. Seton

HONORS 1200 -004 #11619 (H)
Freshman Symposium: Cultural Traditions I
TR 2:00-3:15 Dwiggin, K. Seton

HONORS 1200 -005 #13143 (H)
Freshman Symposium: Cultural Traditions I
MW 11:00-12:15 Friedline, G. Villa 155

HONORS 1200 -006 #14013 (H)
Freshman Symposium: Cultural Traditions I
MW 9:30-10:45 Noll, B. Seton

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

**HONORS 1230 -001 #11620 (SS, AHG)**
American Traditions: Social & Behavior Sciences
TR 12:30-1:45 Uchitelle, B. Seton 19

The U.S. Constitution: The Living Document in a Contemporary World. For the more than 220 years since its adoption in 1787, the Constitution has shaped, served and defined our nation. You might have studied it in high school but did you really explore the Constitution’s amazing influence on your life and the lives of all Americans? In this course we will closely examine the myriad and fascinating roles that our founding document played in the development of our country. We will explore the historical background, the prior Articles of Confederation, the Constitutional Convention, the key leaders (including George Washington, James Madison, Alexander Hamilton and Benjamin Franklin), the Bill of Rights, and later Amendments. Major Supreme Court decisions such as Dred Scott, Brown v. Board of Education, and Roe v. Wade will be fully discussed. In addition, we will study the tough compromises made by the founders to reach consensus and the serious flaws that resulted from many of those compromises. Throughout the course we will be considering the critical impact of the Constitution on the lives of all Americans from its adoption to the present day. We will gain a unique perspective on how a handful of individuals more than two centuries ago drafted a document that created a nation which leads the world today. Students will read from a number of primary and secondary sources; they will participate fully in classroom discussions and debates; and they will write several short papers on chosen Constitutional subjects of their choice.

Of special interest for the Fall Semester, we will be examining and debating the expected Supreme Court decision on the National Health Care Act, and we will be living the Presidential election from the standpoint of the Electoral College vote procedure created by the Constitution.

**HONORS 1230 -002 #11621 (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 #11622 (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 #11623 (H, CD)**
Non-Western Traditions: Humanities
TR 12:30-1:45 Walterscheid, K. C309

**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 #13420 (H, CD)**
Non-Western Traditions: Humanities
MW 2:00-3:15 Torrusio, A. LeGras

**The Literature of Africa:** This course examines African literature within its sociopolitical and cultural contexts in order to understand the conflicts and transformation integral to the making of modern Africa. Texts for the course will include African accounts of European colonialism and of the new societies that emerged after colonial rule ended. Through novels, poetry and film, students will also explore the challenges of politics and corruption, and the changing place of women in African society.

**HONORS 1330 -001 #11624 (SS, CD)**
Non-Western Traditions: Social & Behavior Sciences
MW 12:30-1:45 Michael, A. Villa 155

**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 (jidaikeiki, 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 #11625 (H) Inquiries in the Humanities
MW 11:00-12:15 Liddell, B. C307

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 #11627 (H) Inquiries in the Humanities
MW 9:30-10:45 Hudson, R. C209

Literature of War: In this course, we explore the writings of those who have gone to war and then reflected on what conflict does to those who fight and those left behind on the home front. Warfare, distressing though it is, often brings out great writing from sensitive writers. We begin with the Trojan War and move through the centuries, considering how have evolved and have shaped the current body of literature. Authors we may consider include Homer, Stephen Crane, Erich Maria Remarque, Joseph Heller, John Hershey, Norman Mailer, Tim O’Brien, David Halberstam and Evan Wright. In this course, students will read about war and how it shapes us, as well as participate in lively and interesting discussions about past wars.

These discussions will lead to insights on today’s global conflicts. This class should be of interest to English, History and Political Science majors, and those from all disciplines.

HONORS 2010 -003 #13377 (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 -004 #14014 (H) Inquiries in the Humanities
TR 11:00-12:15 Lakshmanan, S. LeGras

The Representation of Science in Cinema and Literature: We live in an age of unprecedented advancements in science and technology, yet for most of us the way we perceive science is largely shaped by the media, especially movies and literature. Despite their focus on drama and special effects, rather than scientific veracity, these representations capture the larger issues and debates of the time. This course includes a selection of novellas, short stories, and films of the 19th, 20th, and 21st century, such as Mary Shelley’s Frankenstein, Fritz Lang and Thea von Harbou’s Metropolis (1926), H.G. Well’s War of the Worlds (1953), stories by Isaac Asimov and Philip K. Dick, Ridley Scott’s Blade Runner (1982), and Wachowski brothers’ The Matrix (1999). By the end of the course, we will gain a deeper understanding of their historical, political and cultural context. How do the arts reflect our fears and hopes for science? Is there a recurrent image of scientists? How did Cold War fears translate into science fiction? How did Jurassic Park affect our fears of biotechnology? If space was the final frontier in Star Trek, what is it now? Can Inception provide us with a clue? Through discussion, reading and assignments in this class, students will begin to answer these questions and more.

HONORS 2010 -005 #11626 (H) Inquiries in the Humanities
W 2:00-4:40 Horn, K. Villa 155

Viewing Difference Through the Lens of Movies: What can The Sound of Music, Indiana Jones and the Last Crusade and EuroTrip teach us (other than that Maria likes raindrops on
always had an integral part. Storytelling is still the mostproximity in communicating knowledge and motivation.

Inquiries in the Humanities
HONORS 2010 -006 #14726  (H) and
HONORS 2030 -005 #13189  (SS)
Inquiries in the Humanities
TR 2:00-4:40  Ashmore, P. & Ross, S.  C309

Disagreement, Difference and Diversity:  This
interdisciplinary 6 hour course (3 hours of humanities and 3
hours of social science) will combine material from philosophy,
anthropology, and the sociology to examine the ways we
encounter and accommodate disagreement in our daily lives.
The unifying thread is our ability to deal with various sorts of
opposition: differences of opinion, differences in practice, and
differences in how we construct and address both biological and
cultural variation. The course will combine units on informal
logic and applied ethics from philosophy, together with units on
the social construction of difference and the understanding of
human diversity from anthropology and sociology.

Students will gain valuable critical thinking skills; learn
how to recognize and assess arguments; learn how to treat
differences of opinion; and understand human variation and
biological and social concepts of race. This team-taught,
interactive course should be of interest to all majors.
Students must enroll with both reference numbers, as this is a 6 credit hour class.
(Same as Anthropology 1163 and Philosophy 1163)

HONORS 2010 - E01 #14841  (H)
Inquiries in the Humanities
M 5:30-8:00  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 #14831  (H, WC)
Inquiries in the Fine and Performing Arts
MW 11:00-12:15  Newman, R.  Seton 19

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

HONORS 2030 -001 #11629  (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45  Borkowski, K.  C209

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.

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,
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 -003 #11631 (SS)  
Inquiries in the Social and Behavioral Sciences  
TR 3:30-4:45  
Hankinson, C.  
C307

Citizen Participation: Keystone to Democracy: At the core of this course lie several important questions: To what extent are Americans – and more specifically young people - politically engaged? What factors influence people to be politically active? Are some forms of participation more effective than others? What role do political elites play in encouraging or suppressing citizen participation? How does the political participation of American citizens compare with that of citizens of other advanced democracies?

Since “active” citizenship is essential in fulfilling the democratic promise, we will explore the many different ways in which citizens try to connect with government. This course is intended to be as practical as possible. Using case studies, we will examine the goals and methods of citizen groups seeking government action and evaluate their efficacy. Our focus will not be limited to traditional forms of participation, but will also encompass nontraditional activities aimed at disrupting the status quo.

The question of citizen participation cannot be confined to the practical, however. As a result, we will spend some time exploring various arguments for and against active citizenship and participatory democracy, as well as its history in the United States.

This course will also provide a wonderful backdrop for you to fulfill some of your Honors internship/independent study requirement. Since the election season will be in full swing, students are encouraged to apply their knowledge in a practical setting. Interested students may also register for Honors 4910.002 – with the approval of the instructor - to take advantage of the many internship opportunities with candidate, party, issue advocacy, or other citizen based campaign organizations. You DO NOT have to register for the internship prior to the start of classes.

(Same as Political Science 3390)

HONORS 2030 -004 #11632 (SS)  
Inquiries in the Social and Behavioral Sciences  
TR 3:30-4:45  
Sopko, M.  
C209

Psychology of Art: What is Art? More rhetorical than literal, there is very little agreement about how to answer this question. However, progress in the psychological study of perception and cognition has provided an opportunity to examine this question from a (mostly) objective perspective. This course will focus on the discussion of the empirical evidence that guides our understanding of how the brain has evolved what Solso (2003) describes as “the neurological, perceptual and cognitive sequence” that occurs when we experience art. This is a psychology class and is not art history or art therapy. However, Psychology majors, as well as art, art history, music, sociology majors, among others, will find this course useful and interesting.

HONORS 2030 -005 #13189 (SS) and  
HONORS 2010 -006 #14726 (H)  
Inquiries in the Social and Behavioral Sciences  
TR 2:00-4:40  
Ashmore, P. & Ross, S.  
C309

Disagreement, Difference and Diversity: For complete details on this course, please see Honors 2010, section 6, on page 4.

HONORS 2030 -006 #14174 (SS)  
Inquiries in the Social and Behavioral Sciences  
TR 9:30-10:45  
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 2050 -001 #11633 (NS)  
Inquiries in the Natural Sciences  
MW 11:00-12:15  
Bourne, C.  
C309

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 -002 #14751 (NS)
Inquiries in the Natural Sciences
MW 12:30-1:45  
Bourne, C.  
C309

Solving Contemporary Problems in Biology: Students take responsibility for their own active learning individually and in teams with guidance from their instructor. The instructor acts as a facilitator rather than as a lecturer. Students have several weeks for each of several assigned problems. Each problem is a real life situation to be explored and is presented as a puzzle to be solved or a decision to be made. Students ask their own questions, identify their own goals and objectives and divide up tasks among the class members and report the findings in class. Multifaceted, interdisciplinary problems will involve topics such as human impact on rainforests and oceans, infectious diseases, reproductive genetic technology and others. These topics may involve investigation in biology, ecology, microbiology, chemistry, geology, economics, politics and ethics and more!
Students will learn how to find, read and evaluate valid information found in primary sources and refereed scientific journal articles. Grading is based on class participation, discussion and presentations, end of problem summaries, and an individual 10-page paper on a final problem.

HONORS 2050 -X01 #13428 (NS)
Inquiries in the Sciences
TR 2:00-3:15  
Fish, J. & Fruend, J.  
C211

HONORS 2051 -X01 #13652 (NS—lab)
Inquiries in Natural Science: Laboratory and Field Work
TR 3:30-4:15  
Fish, J. & Fruend, J.  
C211

Urban Ecology: Populations and Habitats: Life on earth is dynamic. Variation, change, growth, steady state, differences, competition, cooperation, evolution, feedback – these common words have important meanings in the study of life systems and environmental studies. In this course we will unearth these meanings through the discussion of classical ecological readings and contemporary environmental issues. The course facilitates student understanding of population ecology, construction of evolutionary process literacy and science literacy, and development of systems thinking. The course focuses on how organisms and environments interact in creating the grand sweep of life on earth. We will explore the wild areas, built environment, and watershed of UMSL’s south campus and St. Vincent Park to understand the dynamics of human network and natural ecosystems. Hands-on science inquiry learning is an integral part of the course and lab. This course meets the requirements for credit in general education laboratory science, the interdisciplinary environmental studies minor, and/or the 2000-level course Honors College certificate.

Field Study of Populations and Habitats: Students will learn about natural populations in the wild and urban environments in St. Vincent County Park and UMSL campus through ecological science labs and natural history observation. Students will work in small ecological inquiry teams to study a population and contribute to our understanding of campus ecology, park habitats and wild populations, and urban environmental issues.

Students registering for Urban Ecology must register for both Honors 2050-X01 and Honors 2051-X01 simultaneously, and both reference numbers are required to register for these classes.

HONORS 2060—001 #13378
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 #14015
Inquiries in Education
T 2:00-4:40  
Dorner, L.  
Villa 155

Honors Introduction to Learners and Learning: Honors 2070 meets the requirements of Educational Psychology 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 Educational Psychology 2212)

HONORS 2080 -001 #11634
Inquiries in Nursing
W 4:00-5:30  
Nelson, J.  
101 SCC

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 life style, 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 2330 -001 #14752 (SS, CD)
Cultural Diversity in the Social Sciences
MW 12:30-1:45 Weber, K. C307

India and World Culture: Have you ever enjoyed a chai? Participated in a yoga class? Wondered if something was wrong with your karma when bad things kept happening to you? If that is the case, your life has been touched by Indian culture. While a recent best picture, Slumdog Millionaire, has put American focus back on India, we have been deeply affected by Indian culture, ideas, and the growing Indian economy for many years. Join us for a semester of studying the culture of the world’s largest democracy. We will take a look at Indian history, its religions, yoga, languages, gender roles, the film industry in Bollywood, and its burgeoning economy.

HONORS 3010 -001 #11636
Advanced Honors Seminar in the Humanities
R 2:00-4:40 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 #11637
Advanced Honors Seminar in the Humanities
M 2:00-4:40 McGinnis, J. Villa 155

Philosophical Cosmology: Historical, Theological and Scientific Perspectives: Cosmology is the branch of philosophy dealing with the origin and general structure of the universe, with its parts, elements, and laws and especially with such of its characteristics as causality, space, time, life and freedom. This course considers historical and contemporary examinations of our cosmos whether from the standpoint of science, philosophy or theology. To this end, students will be introduced to spectrum of naturalist and non-naturalist approaches in providing a complete account of the universe and the life within it. After this introduction, the course divides into three parts: “Cosmology,” “Biology” and “Psychology.” The section treating Cosmology proper will look at, first, argument for and against the need for a deity to account for the origin of the universe and, second, the universe’s temporal topography, i.e., “What was before the Big Bang?” and “What is the ultimate fate of the universe?” Under “Biology,” (literally an account of life) topics will include evolution, the anthropic principle and the recent “evolutionary argument against naturalism.” The section on Psychology will cover issues related to the physical and the mental, the emergence of consciousness and whether any part of the human can survive the death of the body. This course will be of interest to students working in the sciences, such as physics, biology and psychology, who are interested in some of the philosophical issues associated with their discipline, as well as students concerned with philosophy of science, philosophy of religion and intellectual history. At the end of the semester, the student will hopefully have a better understanding of the world around us, and our place within the world.

(Same as Philosophy 4451)

HONORS 3010 -003 #11638 (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 #11639
Advanced Honors Seminar in the Humanities
MW 11:00-12:15 Nigro, K. LeGras

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 4950, Gender Studies 3350, History 4142)

HONORS 3020 -001 #14753 (WC)
Advanced Honors Seminar in The Humanities and Fine Art
F 2:00-4:40 Friedline, G. Villa 155

Advanced Bellerive Workshop: This exciting course is open to all students, pending consent from the instructor, 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. Students will also prepare an individual writing project at the close of the semester.

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

HONORS 3030 -001 #11641 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
R 2:00-4:40 Rochester, M. LeGras

**The New World Order/Disorder in the Post Cold War Era:** In the contemporary post-Cold War era, we need to understand the broad trends that are impacting world politics. Are we witnessing the dawning of a new world order, or disorder? What is the world in your lifetime and beyond likely to look like? What will come of the United States? The former Soviet Union? China? The European Union? The Third World? Al Qaeda and the international terrorism? Nuclear proliferation? The United Nations? The nation-state itself? Scholarly forecasts about the future range from the most optimistic (“the 21st century will encompass the longest period of peace, democracy and prosperity in history”) to the most pessimistic (“is there any hope for mankind?”). We will think critically about these questions, trying to avoid the twin traps of bad realism and bad idealism.

HONORS 3030 -002 #11642
Advanced Honors Seminar: Social & Behavioral Sci.
W 2:00-4:40 Hurwicz, M. C307

**Medical Anthropology:** This course, which is based on discussion, essay writing and a field experience, will actively engage students in exploring the field of Medical Anthropology. It covers (1) ecological, evolutionary, critical and interpretive (theoretical) approaches to understanding epidemics, (2) ethnomedicine, including a historical and geographic overview, (3) application of anthropology to understanding healers and the healing professions in contemporary society, (4) anthropology in medical ethics, and (5) an ethnographic example. Emphasis will be placed on learning that will be useful to professionals working in health-related fields.

This class will be valuable for majors in anthropology (it fulfills the 3000-level theory requirement), as well as nursing, psychology, sociology, biology, public health sciences, and particularly pre-med, as it will provide an excellent way to gain the perspective of another discipline on human health and medical issues.

(Same as Anthropology 3212)

HONORS 3030 -003 #13379 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
M 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 Social Work 2330)

HONORS 3030 -004 #13654 (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 caldrons 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 urban 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 ethnic-religious 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 Political Science 4520)

HONORS 3030 -005 #14754
Advanced Honors Seminar: Social & Behavioral Sci.
M 2:00-4:40 Bliss, R. C309

**Was God on the Mayflower? Religious Conceptions of Early America:** 17th-century Englishmen were children (or if they were Catholics orphans) of the Reformation, so we should not be surprised that the English people who first settled the American colonies acted and thought within strong religious
imaginations. This was nowhere more evident than in “Puritan” New England and “Catholic” Maryland, but the “cavaliers” who settled Virginia proved that they were not irreligious by persecuting both Puritans and Catholics. Meanwhile, in Rhode Island and Pennsylvania, settlers’ religions told them not to persecute anybody. Of course, the first colonists had other motives than religious ones. Few of them, for instance, went to America to become poor, and they carried other cultural baggage that was not at all ‘religious’. While we cannot answer the question “Was God Aboard the Mayflower?” (it will be enough for us that the passengers thought so), we will in this seminar weigh the influence of religion on the early history of the American colonies. We will begin with the sea voyage itself (terrifying to many) and proceed to the wilderness and its peoples, to settlements and governments, to civil strife and warfare, and to economic survival and prosperity.

(Same as History 4142)

HONORS 3075 -001 #14727
Reflective Research in Education.
W 2:00-4:40 Hensley, T. C309

Individual Research Processes and Practices: In Honors 3075, methods of action research and of traditional research enable students to explore issues and trends from the perspectives offered by their own experiences as students, leaders, and/or as teaching interns. Through approved individual research projects of their choice, class discussions, and periodic status reviews, students gain in understanding how major research issues arise from and interact with organizational design, classroom pedagogy, and ethical dilemmas. Students who have successfully completed the four-hour course, Honors 2071 (Foundations of Teaching in American Schools), may take Honors 3075 for two (2) credits. While the course is particularly useful for education majors, it also is of interest as a three (3) credit-hour course for majors including psychology, fine arts, history, and English.

HONORS 3100 -001 #11643
Honors Advanced Composition: Jr. Level Writing Req.
TR 12:30-1:45 Dwiggins, K. Seton

HONORS 3100 -002 #11644
Honors Advanced Composition: Jr. Level Writing Req.
MW 9:30-10:45 Torrusio, A. LeGras

HONORS 3100 -003 #11645
Honors Advanced Composition: Jr. Level Writing Req.
MW 11:00-12:15 Torrusio, A. Seton

HONORS 3100 -004 #11646
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 Walterscheid, K. C309

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 4100 IS A REQUIREMENT FOR ALL HONORS STUDENTS.**

HONORS 4100 -001 #11648
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 #11649
Independent Portfolio Writing
ARR Wilson, R. 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.

**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 #11651
Independent Study in Honors
ARR Bliss, B.

HONORS 4900 -002 #11652
Independent Study in Honors
ARR Hankinson, C.

HONORS 4900 -003 #11653
Independent Study in Honors
ARR Gleason, N.

HONORS 4900 -004 #11654
Independent Study in Honors
ARR Noll, B.

HONORS 4900 -005 #11655
Independent Study in Honors
ARR Baldus, K.

HONORS 4900 -006 #11656
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -007 #11657
Independent Study in Honors
ARR Hensley, T.

HONORS 4900 -008 #13144
Independent Study in Honors
ARR Friedline, G.

HONORS 4910 -001 #11658
Independent Study: Internships
ARR Noll, B.

HONORS 4910 -002 #13771
Independent Study: Internships
ARR Hankinson, C.

HONORS 4910 -003 #14022
Independent Study: Internships
ARR Gleason, N.

HONORS 4915 -001 #11659
Independent Study: Off-campus Internship
ARR Noll, B.

HONORS 4915 -001 #14023
Independent Study: Off-campus Internship
ARR Gleason, N.