to the class.

will be required to detect and research a possibly fraudulent
be conducted in class and, where possible,
publications. Written assessment exercises of such claims will
developed during class as students analyze and discuss the
assess the strengths and weaknesses of data presented (or
withheld!) for these and other reported claims.

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 1100 -001 #11464
Freshman Composition
MW 9:30-10:45 Grise, E. C307

HONORS 1100 -002 #13620
Freshman Composition
MW 12:30-1:45 Grise, E. Seton

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 1130 -001 #11465 (SS)
Western Traditions: Social and Behavioral Sciences
MW 3:30-4:45 Vermilion, M. C209

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 1130 -002 #14363 (SS)
Western Traditions: Social and Behavioral Sciences
TR 9:30-10:45 Wilson, R. LeGras

History vs. Hollywood: You may be familiar with the tales
or have seen the movies, but are the stories produced by
Hollywood fact or fiction? Is Hollywood manipulating history
just to sell tickets, or are filmmakers trying to tell a story as
accurately as possible? On the positive side Hollywood has
exposed people to historical topics that they previously were not
familiar with, but at what cost to the original story?

Filmmakers have done more to shape the notions of the
past than any other media. This course is designed to examine
the truth vs. the myth of some of Hollywood’s best known
movies. In order to uncover the accuracy of American film
making we will watch some of the great movies of all time, in
conjunction with an historical account of each topic.

Throughout this course we will uncover the various
political, economic, social, and cultural complexities that drove
the studios’ decision to create these movies.

Designed to complemen Cultural Traditions, this course will
examine the salient figures, events, issues, ideas, values, and
experiences of some the most important historical moments in
time.

HONORS 1201 -001 #11466 (H)
Freshman Symposium: Cultural Traditions II
MW 2:00-3:15 Noll, B. C209
(See Section 006 for course description)

HONORS 1201 -002 #11467 (H)
Freshman Symposium: Cultural Traditions II
MW 11:00-12:15 Noll, B. C209
(See Section 006 for course description)

HONORS 1201 -003 #11468 (H)
Freshman Symposium: Cultural Traditions II
MW 12:30-1:45 Baldus, K. Villa 155
(See Section 006 for course description)

HONORS 1201 -004 #11469 (H)
Freshman Symposium: Cultural Traditions II
TR 2:00-3:15 Friedline, G. Seton
(See Section 006 for course description)

HONORS 1201 -005 #11470 (H)
Freshman Symposium: Cultural Traditions II
TR 11:00-12:15 Dwiggin, K. Seton
(See Section 006 for course description)
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.

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.

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.

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.

This class focuses on 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.
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)

Science and Religion in Early Modern Philosophy: The emergence of modern science in the seventeenth century is often conceived in terms of a conflict with religion, not least in the case of Galileo's confrontation with the Inquisition. In fact, the relationship between post-Reformation religion and early modern science is much more complex. Many of the scientific revolution's leading lights were either religious figures themselves or were supported and encouraged by church leaders. Philosophers from Descartes and Spinoza to Hume and Kant struggled with the issues of how God and nature are related in reality and known by humanity. The study of the philosophy of the seventeenth and eighteenth centuries is the study of science's manifold relationships with religion. We examine at the scientific and religious ideas of Bacon, Galileo, Descartes, Spinoza, Leibniz, Newton, Locke, Berkeley, Hume, and Kant. (Same as Philosophy 3303)

Speculative Fiction: Ever played "What if?" What if you lived in a society where books were illegal, where firemen came to your house to burn them? Throughout literary history there have been many "what if" questions proposed by various authors, questions asking 'How would the quality of humanity display itself, foiled by these fantastical situations? How might an author bring across these concepts in ways that engage, entrance, and enrich our understanding of ourselves?' Such questions are the crux of the genre known as Speculative Fiction.

Say, what if you could take a course that explored a variety of novels, short fiction and film in the Speculative Fiction arena? What if you could sidestep the rules of reality, suspend disbelief and participate in enlightening discussions? Participants in the course will do so and much more. The class will traverse the range of literature from the near-prophetic *Fahrenheit 451* (Bradbury) to the post-apocalyptic, vampiric *I Am Legend* (Matheson) to the radioactive *On the Beach* (Shute) as well as a smorgasbord of other shorter fiction by great name-brand authors (including, but not limited to Vonnegut, Dahl, Dick, et al). Participants should be prepared for a reading-rich course, thought-provoking discussions and intriguing, creative writing and analytic assignments.

Fairy Tales and Folklore: “Whenever he had to go out and was unable to see Snow White, he became sad. And he could not eat a bite, unless the coffin was standing next to him. Now the servants who always had to carry the coffin to and fro became angry about this. One time one of them opened the coffin, lifted Snow-White upright, and said, ‘We are plagued the whole long day, just because of some dead girl,’ and he hit her in the back. Then the terrible piece of apple that she had bitten off came out of her throat, and Snow White came back to life.” - -Jacob and Wilhelm Grimm, *Kinder-und Hausmarchen*, 1812.

This course will examine the roots of fairytales in oral traditions and their later (sometimes simultaneous) literary versions. We will start with the search by folklorists for tales in their earliest or supposedly “purest” forms and then move into the compilation of the stories into literary texts. We will also cover later tales from writers like Hans Christian Anderson, contemporary revisionist perspectives on some of the tales, and some film adaptations. We will focus heavily on “classic” tales like “Snow White,” “Cinderella,” and “Hansel and Gretel” but also cover diverse folkloric topics like urban legends and why Bigfoot is a very real threat to our safety! Students will be involved in projects that require them to act as amateur folklorists themselves through the collecting, cataloging, and comparing of stories as recalled and retold by others they know.

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.
followed, and, to some extent, misunderstood electoral contests. You’re not a democracy. One of the most important, closely
there is unanimity on this topic: if you don’t have elections, you’re not a democracy. One of the most important, closely
agreed about other necessary components of a democracy, there is unanimity on this topic: if you don’t have elections, you’re not a democracy. One of the most important, closely followed, and, to some extent, misunderstood electoral contests is the race for the U.S. presidency. This course, appropriate for
all students interested in the politics of presidential elections, examines presidential campaigning, both during the general
election and primary/caucus period. How voters decide which candidate to support and how the media cover election activities
and interpret election results are fundamental concerns. Other topics covered are the delegate selection process, national
nominating conventions, campaign strategies, the Electoral College, campaign finance, political advertisements, presidential
debates, and electoral reform.

The 2012 presidential election provides a principal focus, but recent political history is the broader context within which
the current campaign is analyzed. With the unique field of candidates vying for the presidency, the 2012 campaign will
provide a fresh vantage point for rethinking our understanding of presidential elections. This course requires students to
become familiar with the 2012 campaign as it unfolds. There are a variety of means for doing this and students are expected to
utilize most of the means available—newspapers, internet, television, etc. to enhance their own understanding of
presidential election politics.

(H, WC) Inquiries in the Fine and Performing Arts
MW 11:00-12:15 Newman, R. C307

**While this course is not cross listed, it counts for Communications 1040.**

Microfiction: How short can a short story be? This course will examine a wide range of stories that are as long as 2000
words, and as short as 50. Through readings and class discussions, students will be acquainted with the conventions of
short-short writing, study contemporary voices in the form, and be provided with the opportunity to create their own short-short
fiction. Students will write several short-short stories over the course of semester and participate in a workshop format to look
both critically and analytically at their writing. In this course, less is definitely more. Grading will be based on class
participation, short writing assignments, written commentary on discussed stories, and a portfolio of short-short stories
written by the student. (This course was formerly titled, "Flash Fiction." If you have taken "Flash Fiction" you should NOT
take this course.)

HONORS 2030 -001 #11480 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Feigenbaum, S. C309

Entertainment Economics: The Movie Industry: This course provides two perspectives on the interrelationship between
economics and the movie industry. First, it focuses on economic factors that have influenced the ways in which movies are
produced, distributed and exhibited. For example: economic determinants of the rise and fall of the studio system; the impact of
technological change on movie production, pricing, and competition; and the economic impetus for battles over
ownership of creative rights to films. Second, it identifies the economic viewpoints and popular economic beliefs espoused
through film, and evaluates their soundness to assess how effective the movie industry has been in promoting the
economic literacy of its viewership.

(Same as Economics 1500 and Media Studies 1500)

HONORS 2030 -002 #11481 (SS)
Inquiries in the Social and Behavioral Sciences
TR 2:00-3:15 Hankinson, C. C307

The Road to the White House: The Politics of the
Presidential Election: Free and fair elections are the very
essence of democratic principles and ideals. While theorists
disagree about other necessary components of a democracy,
there is unanimity on this topic: if you don’t have elections,
you’re not a democracy. One of the most important, closely
followed, and, to some extent, misunderstood electoral contests is the race for the U.S. presidency. This course, appropriate for

General Psychology for Honors students.

Crosslisted with Psychology 1482

HONORS 2030 -004 #11483 (SS)
Inquiries in the Social and Behavioral Sciences
MW 12:30-1:45 Weber, K. C209

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 those held in the Oneida Community in the 1840s that
practiced group marriage. Sexual activity can serve as an
element 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, intimate, 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.  

(See also Gender Studies 2150 and History 2000)

HONORS 2030 - .005 #14366 (SS)  
Inquiries in the Social and Behavioral Sciences  
TR 11:00-12:15 Bliss, R. C209  

Revisiting an American Masterpiece: The Liberal Tradition in America: Louis Hartz was only 35 when in 1955 he published The Liberal Tradition, a work whose scope and sweep seemed more appropriate to a senior scholar summing up a life's work, and this in itself led to some pretty cavilling reviews. How could such a young person know so much? Indeed Hartz was not one to wait on his elders (he published his first two scholarly articles before he graduated from college). But since (almost) all of us in this seminar will be younger than Hartz was when he wrote the book, we won't be asking that ageist question, but we will pose some more legitimate ones. Why would someone writing in that quintessentially conservative decade define America as a liberal society? And if Hartz liked liberalism, which he apparently did, why did he refer to it as “Lockean totalitarianism” or chastize his countrymen for adhering to “the fixed, dogmatic liberalism of a liberal way of life?” A liberal intellectual par excellence, Hartz referred to his “ism” as arising from a “vast and almost charming innocence of mind” which had been nurtured by an Edenic landscape untainted by European corruptions such as monarchy, state religions, and aristocratic agrarian reaction. We will subject this engagingly written classic, its factual flaws, and its underlying assumptions of American exceptionalism, to the interdisciplinary perspectives that a seminar made up of Honors College students can provide.  

(See also History 2000)

HONORS 2030 - .006 #14368 (SS)  
Inquiries in the Social and Behavioral Sciences  
TR 3:30-4:45 LeGras, M.  

The Psychology of Emotions: Like it or not, emotions are an undeniable part of the human condition. Whether discussing anger; sadness; joy; fear; etc., emotions have been viewed alternately as being the most important part of the human experience and the only thing that makes life worth living or as being the bane of rationality and the curse of human existence. Within the field of psychology attempts to define emotion go back to William James, who in 1884 wrote an article entitled, “What is an Emotion?” However, answering this question has proved difficult for several generations of psychologists. Currently, the only points of agreement include: (1) Emotion is probably functional, in the evolutionary sense; (2) Emotion is a reaction to a stimulus; and (3) Emotion consists of cognition, feeling, physiological changes, and behavior. But the whole is greater than the sum of its parts. Maybe the best description of emotion comes for the neurologist Antonio Damasio who in 1999 wrote, “Inevitably, emotions are inseparable from the idea of good and evil.” This class will address the biological, psychological, and social aspects of emotional experience and behavior as well as how emotional awareness and self regulation may contribute to healthy lifestyles.  

(See also Psychology 2030)

HONORS 2050 - .001 #11484 (NS)  
Inquiries in the Natural Sciences  
MW 11:00-12:15 Bourne, C. Seton  

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 #11485 (NS)  
Inquiries in the Natural Sciences  
MW 2:00-3:15 Bourne, C. Seton  

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

**HONORS 2050 -X01 #13260**  
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 2000-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 2000-level course Honors College certificate requirements.

**HONORS 2051 -X01 #13261** (NS—lab)  
Inquiries in Natural Science: Laboratory and Field Work  
TR 3:30-4:15  
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 #11486**  
Inquiries in Business  
TR 9:30-10:45  
Grimm-Howell, E.  

**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 2071 -001 #14369**  
Inquiries in Education  
TR 3:30-5:10  
Tuttle, R.  
Seton

**Honors Foundations of Teaching in American Schools:** While meeting the requirements of the 2209 course in the College of Education, students in Honors 2071 will explore the multiple roles and functions of professional teaching including: communication, leadership, management skills, use of technology, and the identification of needs of diverse populations. Portfolio preparation will be introduced. In addition, students will examine the history, organization, and purpose of public schools in the United States. An overview of current educational issues and selected themes will be presented. The course is required for students seeking admission to the College of Education and is a prerequisite to other professional courses. A minimum of 19 field experience hours are required. 2071 is recognized as an elective history course. (Same as Teacher Education 2209, and it is a 4 credit hour course.)

**HONORS 2310 -001 #11487** (H, CD)  
Inquiries in the Humanities: Cultural Diversity  
T 2:00-4:40  
Eckelkamp, E.  
Villa 155

**The World of Genji:** This course provides an introduction to The Tale of Genji, a masterpiece of Japanese literature often considered “the first novel written in the world” and certainly the first novel written by a woman. The course will focus not only on the literary genius of the text, but also the worlds from which it arose. Among the topics discussed will be the role of poetry, romance, and religion, as well as attitudes toward education, women, illness and death that were pervasive at the time that the tale was written. The class will be conducted in a guided discussion format. No prior knowledge of Japanese or Asian culture is required.

Students will be graded on weekly writing, participation in discussion, a midterm paper and final paper on a Genji related topic of the student’s choice. (Same as Anthropology 2191, Gender Studies 2150 and Japanese 2191)

**HONORS 3010 -001 #11488**  
Advanced Honors Seminar in the Humanities  
M 2:00-4:40  
Torbert, B.  
Villa 155

**Language, Ethnicity and Inequality in HBO's The Wire:** This course will explore in detail David Simon’s landmark television serial The Wire, which aired from 2002 to 2008. Set in Baltimore, Maryland, The Wire was chiefly concerned with institutional dysfunction in the American city. Each season examined an additional institution, starting with the police department and the drug trade (Season I), and proceeding with
the ports (II), local government (III), the schools (IV), and the news media (V).

Topics covered in the course will include language variety (particularly African American English), Urbanism, Education, Criminal Procedure, Habitus and social inequality, the use of music in The Wire, the use of artistic allusion in The Wire, and others. A major goal of the course is to apply what we can learn from The Wire in analyzing the Saint Louis region, which faces many similar challenges to those faced by the characters in Baltimore.

Evaluations will consist of a midterm, a seminar paper of 12-15 pages, and weekly reading responses. Those who enroll in the course are expected to have seen Season I by the time class commences in January.

(Same as English 4950)

HONORS 3010 -002 #11489
Advanced Honors Seminar in the Humanities
T 2:00-4:40 McGinnis, J. Seton 19

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 #11490
Advanced Honors Seminar in the Humanities
R 2:00-4:40 Baldus, K. Villa 155

Gothic Literature: How did stories of demonic creatures, crumbling castles and those enduring vampires first emerge? Honors Gothic Literature investigates some of the significant cultural moments in the development of the Gothic genre from the late 1700s through the twentieth century. In late eighteenth-century England, the Gothic novel became a wildly popular form of formula fiction—particularly as England entered into an extended period of political struggle with France during the years of the French Revolution. We’ll examine ways in which Gothic texts negotiate such moments of cultural conflict, and we’ll also consider how the Gothic genre’s exploration of aberrant characters and dark underworlds fosters critical perspectives on notions of gender, sexuality, and cultural norms.

Our readings will begin with examples of the Gothic by authors such as Ann Radcliffe, “Monk” Lewis and Mary Shelley; we’ll examine how this early phase of the Gothic explored the “Female Gothic” as well as aesthetic issues like the notions of horror, terror and the sublime. In our focus on American authors such as Poe and Hawthorne, along with late Victorians like Stoker and Stevenson, we’ll consider ways in which the genre transforms within new cultural contexts. During the semester, students will prepare informal written responses to readings as well as two analytical essays. A final project will focus on giving each student the opportunity to select a single modern Gothic author to develop as a presentation to the class.

(Same as English 4950 and Gender Studies 4930)

HONORS 3010 -004 #11491
Advanced Honors Seminar in the Humanities
MW 12:30-1:45 Nigro, K. LeGras

Gender, Power and the Environment: We will survey and evaluate nature writing by women in America from various cultural perspectives and from various academic disciplines. We will examine how women’s observations about nature create, reflect, and/or support cultural and social attitudes toward the environment. Through the practice of feminist pedagogy and the theory of ecofeminism, the focus will be on the diversity created by individual convictions and how those convictions might be integrated in a nonviolent and productive way.

(Same as English 4930 and Gender Studies 4930)

HONORS 3010 -005 #11492 (GA)
Advanced Honors Seminar in the Humanities
W 2:00-4:40 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 3020 -001 #11493 (WC)
Advanced Honors Seminar in the Fine & Perform. Arts
W 2:00-4:40 Friedline, G. Villa 155

Writing: A Sense of Place: “Place” is a word we use, perhaps daily. But how often do we stop and think about what we mean by this familiar word? How might place be distinguished beyond space, site, or location? What might we gain by exploring this distinction? Why does place offer such fascinating potential as a central focus for a writing course?

These questions offer a plethora of possibilities for creative pursuit. The possibilities become even more intriguing when we consider that “place” can suggest public location as well as
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 #11495
Advanced Honors Seminar: Social & Behavioral Sci.
TR 12:30-1:45 Wilson, R. LeGras

Where We Live: An Historic Study of Neighborhoods:
Where one lives is a commonly asked question throughout the St. Louis area. Whether you have lived most of your life in the area or are just on campus for the semester, most of us search for a proper response. There are 91 municipalities in the area that all call St. Louis home and this multidisciplinary course is an opportunity to examine the St. Louis community and its historic resources in order to uncover its past. We will look at the relationship between the built environments over time and discuss how the community has an impact over our daily lives. We will discuss urban elements of race, economics, class, politics, crime, and spatial geography to see how these elements apply to the St. Louis area. In this service learning course, students will work and visit with one of three communities to research an area which will conclude with an activity or final presentation that addresses a community-identified need.

(Same as History 3140)
HONORS 3030 -003 #11496
Advanced Honors Seminar: Social & Behavioral Sci.
TR 9:30-10:45 Phipps, S. C307

Media and the Law: The media and the law are two areas that permeate virtually all aspects of American society. This new honors course will allow students to examine, discuss, and debate issues that are of interest and relevance to all of us. Those issues will include such areas as pornography and obscenity, First Amendment rights, paparazzis and media coverage of celebrities, advertising scams, legal restraints on political advertising, and the relationship between the news media and individuals’ right to privacy. The course promises to be provocative and entertaining. In addition, the course will be relevant to careers in such areas as media studies, law, advertising, pop culture, and political science.
(Same as Media Studies 3355)
HONORS 3030 -004 #14372
Advanced Honors Seminar: Social & Behavioral Sci.
M 1:00-3:40 Vandenberg, B. C309

Soul to Self: Religion, Science and the Rise of Psychology: Our modern psychological self, which provides the underlying, assumptive framework for how we make sense of ourselves and our place in the world, is a recent historical phenomenon, confined to the industrialized West; profoundly different and radically new. As religion has given way to science, the soul has been supplanted by the self. Multiple threads that contributed to this shift will be examined, including changes in sociocultural, political and economic structures; the changing self reflected in music, literature and art; the changing relation between religion and science; and philosophical challenges that needed to be surmounted for a science of psychology to be possible. We will also consider the future of the self in light of contemporary culture, multiple cyber universes, social networking, and global communication.
**While this course is not cross-listed, it will count as Psychology Credit for Honors Psychology majors.**

(Same as Media Studies 3355)
HONORS 3030 -005 #14373 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
MW 9:30-10:45 Hudson, R. C209

Understanding the Arab-Israeli Conflict: Arabs and Jews have been fighting for more than 100 years over the small piece of the Middle East known as Palestine and as Israel. This course will explore the history of the conflict from the origins of the Zionist movement in the late 19th century to the present. We will look at why the conflict persists, how it effects the economies of countries in the region and assess the chances for creating an enduring peace in the land that is holy to Jews, Christians and Muslims. We will study personal accounts, as well as historic documents, and we will use DVDs and guest speakers to help reach a fuller understanding. Seminar discussion, many informal writings, and formal papers will be required for this class. This course does not require a deep knowledge of the conflict, but we will explore the topic.
Are you interested in a writing course that will help you develop skills more appropriate to your future academic and career needs? If so, you should consider enrolling in Honors composition classes.

**HONORS 3100 -001 #11497**  
Honors Advanced Composition: Jr. Level Writing Req.  
MW 9:30-10:45      Torrusio, A.       LeGras  
(See Section 004 for course description)

**HONORS 3100 -002 #11498**  
Honors Advanced Composition: Jr. Level Writing Req.  
TR 2:00-3:15        Dwiggins, K.       LeGras  
(See Section 004 for course description)

**HONORS 3100 -003 #11499**  
Honors Advanced Composition: Jr. Level Writing Req.  
MW 11:00-12:15      Torrusio, A.       LeGras  
(See Section 004 for course description)

**HONORS 3100 -004 #11500**  
Honors Advanced Composition: Jr. Level Writing Req.  
TR 12:30-1:45       Walterscheid, K     C307

All transfer Honors students are required to take this junior-level course, unless their major requires a specific junior-level writing class. Other Honors students are encouraged to take Honors 3100 as their required, junior-level writing course.

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

**HONORS 3160 -001 #11501**  
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.

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

**HONORS 4100 -001 #11502**  
Independent Portfolio Writing  
ARR  Baldus, K.  

**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 #11503**  
Independent Portfolio Writing  
ARR  Hankinson, C.  

**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 #11504
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 #11505
Independent Study in Honors
ARR Bliss, B.

HONORS 4900 -002 #11506
Independent Study in Honors
ARR Friedline, G.

HONORS 4900 -003 #11507
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -004 #11508
Independent Study in Honors
ARR Gleason, N.

HONORS 4900 -005 #11509
Independent Study in Honors Baldus, K.

HONORS 4900 -006 #11510
Independent Study in Honors Hankinson, C.

HONORS 4900 -007 #11511
Independent Study in Honors Noll, B.

HONORS 4910 -001 #11513
Independent Study: Internships Noll, B.

HONORS 4910 -002 #14374
Independent Study: Internships Gleason, N.

HONORS 4910 -003 #14375
Independent Study: Internships Bliss, R.

HONORS 4915 -001 #11514
Independent Study: Off-campus Internship Noll, B.

HONORS 4915 -002 #14376
Independent Study: Off-campus Internship Gleason, N.

HONORS 4915 -003 #14377
Independent Study: Off-campus Internship Bliss, R.