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.

Magical Realism: Some of the most exceptional works of modern Latin American literature are found in the literature of magical realism. Starting in the early 20th century and still alive today, the fictional tales, essays, and poetry of authors such as Miguel Ángel Asturias, Gabriel García Márquez, Isabel Allende, & Jorge Luis Borges, among others, have portrayed the magic ingrained in all of Latin American culture. In this course, we will first familiarize ourselves with definitions and terms related to the theories of magical realism, and then read selected works from some of these authors. There will be class discussions after all of the readings and students will be asked to write reflective and/or research papers on the works read. Each student will be asked to find a piece of Latin American magical realism, not covered in class, and present it to the class.

HONORS 1201 -004 #11396 (H)
Freshman Symposium: Cultural Traditions II
TR 12:30-1:45 Friedline, G. Villa 155
(See Section 006 for course description)

HONORS 1201 -005 #11397 (H)
Freshman Symposium: Cultural Traditions II
TR 2:00-3:15 Dwiggins, K. Seton
(See Section 006 for course description)

HONORS 1201 -006 #13264 (H)
Freshman Symposium: Cultural Traditions II
TR 9:30-10:45 Dwiggins, K. Seton

This course will continue our introduction to college and our reflections on different approaches to education that we started in Cultural Traditions I. By surveying Western and Non-Western cultures from 1750 to the present, it will examine the intellectual traditions of a wide variety of cultures through their major works of philosophy, literature, and science and seek a better understanding of how people from diverse regions have perceived and explained the world around them. By comparing and contrasting Western and Non-Western attitudes toward issues such as the interplay of reason and emotion, the structures of social and natural environments, and the role of humans in society, this course will help us see these and other fundamental human concerns in a global context. Readings will explore topics such as colonialism, modernism, and globalization and will include acknowledged classics from Western Europe, the Near East, China, India and Japan.

HONORS 1230 -001 #11398 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 11:00-12:15 Hankinson, C. C307

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

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

HONORS 1230 -002  #11399  (SS, AHG)  
American Traditions: Social & Behavioral Sciences  
MW 12:30-1:45  Weber, K.  Villa 155

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

Many people have used phrases to describe America as the “Land of Liberty,” the “Land of the Free,” or the “Land of Opportunity.” One of the most recognizable symbols of this country is the Statue of Liberty which stands as a symbol of freedom, but a strong argument can be made that “liberty” has not always applied to everyone.

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

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

HONORS 1310 -001  #11400  (H, CD)  
Non-Western Traditions: Humanities  
MW 2:00-3:15  Torrusio, A.  C309

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 1310 -002  #11401  (H, CD)  
Non-Western Traditions: Humanities  
TR 12:30-1:45  Walterscheid, K.  C209

Non-Western Culture and Cuisine: This is an introductory seminar exploring the relationship between a society and the food it produces and consumes. Many nonwestern areas and eras will be treated, but the greatest emphasis will be on the Middle East (especially Egypt), Asia (especially India and China), and Central America (especially Mexico). Course topics include the subsistence diet of the masses and the rich cuisine of elites. We will analyze the evolution of wheat-based, rice-based, and corn-based cultures, which will lead to investigation of the connection between beer and writing, agriculture and infection, tea and opium, and corn and cannibalism. Other important topics include the modern fusion of foods and globalization. Why do some peoples eat the things they eat? How does food influence politics? economics? health? Class discussion will be supplemented by demonstrations and tasting of regional cuisines. (Note: while we will have food demonstrations, this is not a ‘cooking class.’) Grades will be based on active class participation, journals, several short papers, and a presentation.

HONORS 1310 -003  #114250  (H, CD)  
Non-Western Traditions: Humanities  
TR 11:00-12:15  Lakshmanan, S. Seton

Tradition and Modernity in South Asia: This course introduces students to South Asia - Afghanistan, Bangladesh, Bhutan, India, Pakistan, Nepal, and Sri Lanka. In order to get a better understanding of the nexus between cultural traditions and ‘modernity,’ the course will include the history of the region, the major religions, and some of its cultural traditions. Juxtaposed against this background, we will read novels, short stories, and watch films dealing with contemporary issues. Readings include The Bhagavad Gita, The Reluctant Fundamentalist by Mohsin Hamid, and Nine Lives by William Dalrymple. The course format will include presentations, discussions, and group activities. There will be an equal emphasis on the textual and visual aspects of culture. By drawing on history, religion, music, literature, and cinema, this course seeks to provide students with an interdisciplinary framework for understanding the diverse and often conflicting ways through which South Asia is portrayed and understood.

HONORS 1330 -001  #13026  (SS, CD)  
Non-Western Traditions: Social & Behavior Sciences  
MW 9:30-10:45  Weber, K.  Villa 155

Men and Women in Non-Western Popular Culture:  
Over the summer and early fall of 2012, Korean pop star Psy’s single “Gangnam Style” has charted on the American Billboard Top 100, and has almost dethroned “Call Me Maybe” from most viewed video of the summer on YouTube. His single is not just popular, its lyrics and the dancers and actors appearing in the video represent specific ideas of the kinds of gender roles its writer values in women and men. It is also but one of the many examples of the importance of gender roles in Asian popular culture and what they can tell us about the gendered values of those cultures. We will consider issues of gender and sexuality, their intersection with the local history and politics of the different nations and governments and how they appear in the films, music, and television of various Asian nations. Subjects of study include Bollywood musicals, Japanese horror films, Korean pop music, and Thai comedy films.

HONORS 2010 -001  #11402  (H)  
Inquiries in the Humanities  
TR 11:00-12:15  Ross, S.  C309

Philosophy: Thought and Logic: This Honors Philosophy course helps students develop skills required to identify, analyze, and evaluate arguments. Students will read real-life arguments presented in ordinary language and learn
ways to represent their structure. They’ll learn to sort
to 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 #11404 (H)
Inquiries in the Humanities
M 5:30-8:10 Wolfe, K. C209

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.

HONORS 2010 -003 #13027 (H)
Inquiries in the Humanities
TR 2:00-3:15 Petty, C. LeGras

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

HONORS 2010 -004 #14261 (H)
Inquiries in the Humanities
MW 3:30-4:45 Gerth, D. Seton 19

Contemporary American Cinema: Wes Anderson: In
March 2000, after just two feature films, Esquire magazine
crowned Wes Anderson as “the next Martin Scorsese” and
Scorsese himself contributed an essay praising Anderson as a
“special kind of talent” who conveys the “simple joys” of
human interaction with a “richness” that “is rare in movies.”
Even after only two films, it was difficult to deny Anderson
auteur status. With its obsessively crafted and layered visual
detail and soundtrack selections, an Anderson film already
looked and sounded like only an Anderson film. With the
recent release of his most critically acclaimed film, Moonrise
Kingdom, it is a fitting moment to look back at the career of
Wes Anderson and discuss his major themes, style, influences,
and artistic legacy. Films screened will include Bottle Rocket
(1996), Rushmore (1998), The Royal Tenenbaums (2001), The
Life Aquatic with Steve Zissou (2004), The Darjeeling Limited
(2007), Fantastic Mr. Fox (2009), and Moonrise Kingdom
(2012).

HONORS 2020 -001 #11406 (H, WC)
Inquiries in the Fine and Performing Arts
W 2:00-4:40 Friedline, G. Villa 155

Writing About People: Have you ever wondered why
some people are immortalized in the names of public spaces and
published works? Caught a glimpse of someone at the bus stop
and felt the beginning tingle of a poem trying to take shape?
Noticed a particular person in a mall, coffee shop, park, or even
on campus, and heard your inner voice whisper “Hm, I’ll bet
he has a story to tell …” or “Wow, she would make a great
character …”?

People populate and enrich the pages of our past, they
shape and move today’s world, and they even evolve and thrive
in our imagination. Why do we think that some people are so
remarkable? What might we gain by moving beyond mere
impressions and considering ideas, mannerisms, language, and
actions that catch our eye and captivate our imagination?

This course offers an opportunity to read and write about
real life persons, to explore details that make strangers seem
somewhow fascinating or familiar, and to create and develop
original characters that capture the interest of other readers and
people watchers. Emphasis will be place on voice, audience,
character development, and form. Students will explore a
variety of popular genres, consider methods for enriching
language and creative expression, and develop techniques and
strategies that cultivate a satisfying writing style.
In addition to classroom instruction, discussion, and workshops, this course will include some activities outside the classroom to stimulate and inspire creative expression. Assignments will include both informal and formal writing in a variety of modes. Students will produce a semester writing portfolio and explore the possibilities for submitting finished works for possible publication.

This course counts toward the Writing Certificate.

HONORS 2030 -001 #11407 (SS) Inquiries in the Social and Behavioral Sciences TR 9:30-10:45 Wilson, R. C309

Sports and the American Culture: This course will examine how Americans are affected by sports. Not in the way that they need water, food, or shelter, but more in the manner that music, art and television are a part of their daily lives. Sports mirror society and tackle issues of racism, sexism, politics, drugs, violence, cheating, corruption, labor issues, social class, and nationalism. This course will use sports as a backdrop to discuss these American culture issues and follow their changes over time.

Throughout the course, we will look at the participation of women in collegiate, professional, and Olympic sports. By examining how athletes, educators, promoters, and journalists have clashed and compromised over gender issues in sports, we can learn something about society’s gender and sexual arrangements.

The semester will conclude with a study on the business side of sports. If modern sports began with children playing games for fun or by adults for exercise, then how did sports become a business? Strikes and lockouts have occurred in the four largest professional sports and issues such as the reserve clause, antitrust laws, and labor disputes in American sports have mirrored those found in many other industries.

(Stem as History 2000)

HONORS 2030 -002 #11408 (SS) Inquiries in the Social and Behavioral Sciences M 2:00-4:40 Hankinson, C. Villa 155

Grassroots Democracy: This course marks an exciting opportunity to explore the importance, rationale, and procedures of citizen engagement in government. The belief that individuals should be given a voice in their governance appeals to our democratic ideals and in fact, has long been identified internationally as one of the unique aspects of the United States. However, it is often difficult to get people to participate or take an active interest in policy making. Since “active” citizenship is essential to fulfilling the democratic promise, this class will explore how to initiate and maintain meaningful civic/public/citizen participation. Particular attention will be paid to political participation at the local community level.

This course is intended to be as practical as possible and, as a result, students are required to complete at least 15 hours of service-learning during scheduled class time. Partnerships with community organizations in Normandy have already been established and students will be able to choose between the following focus areas to complete their service learning requirement: public health, education, housing and real estate, research and evaluation of community based needs, community engagement, and community development.

Since this is an academic endeavor, the issue of citizen participation cannot be confined to the practical. To this end, we will spend the remaining class time exploring various arguments related to active citizenship and participatory democracy.

This course will also provide a wonderful backdrop for students to fulfill some of their Honors internship/ independent study requirements. Interested students can also register for Honors 4910 – with the approval of the instructor - and volunteer for more than the required service learning hours.

HONORS 2030 -003 #11409 (SS) Inquiries in the Social and Behavioral Sciences TR 12:30-1:45 Werner, K. C307

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

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

HONORS 2030 -004 #11410 (SS) Inquiries in the Social and Behavioral Sciences TR 9:30-10:45 Phipps, S. Villa 155

Evaluating the Media: A Theoretical Approach: If you're like most Americans, the media play an important role in your life. What exactly is our relationship to the media, and how are we being affected by the media? Theory, in the hands of someone who knows how to use it, can be a practical tool that can enable us to more thoroughly understand this facet of our lives. In this course, we will apply theory to popular TV programs, movies, and other media content as we examine the role of the media in our lives and in society. We'll be discussing these issues from a multidisciplinary and multimedia perspective. Students will be responsible for preparing written and oral application assignments in which they will apply theoretical concepts to real-world examples of media content or processes. Emphasis will be placed on application of theory to the student's own personal use of the media, and essay exams. This course should be of interest to Communication, English, Marketing, and Media Studies majors, to name just a few.

(Same as Media Studies 3035)
Understanding Individualism: Society and Character in 19th Century United States: The United States may well be the land of the free and the home of the brave, but in this seminar we will find that it wasn't easy to get there. We will read four classic primary texts in which individualism was a leading theme or concern, beginning with the iconic Autobiography of Benjamin Franklin, an enlightenment handbook on "how to" become a successful individual. Franklin will frame our study just as (for better or worse) he framed America for D. H. Lawrence. Other (sometimes very "other") aspects of the theme are explored in texts by the woodland pre-hippie Henry David Thoreau (whose mother did his laundry), the escaped slave Frederick Douglass, and by a fictional soldier in Stephen Crane's The Red Badge of Courage. Each primary text is accompanied by scholarly commentary, and our sense of context will be further strengthened by prize-winning secondary studies (two of them won the Pulitzer Prize) that highlight the themes raised in the primary texts by Thoreau, Douglass, and Crane. This pairing of literature and history, "text and context", is the classic "American Studies" approach to understanding the diverse and dynamic cultural history of these United States.

(Same as History 4142)

Mental Illness Goes to the Movies: Since abnormal behavior exists in such perplexing variety, the portrayal of mental illness in film may serve as a good starting point to learn more about this fascinating phenomenon. Further, since films portraying mental illness have also been a source of many misconceptions regarding the nature of mental illness, this course will also attempt to dispel some of these myths. According to the authors of the text (Wedding, et.al., 2009), "Film is particularly well suited to depicting psychological states of mind. The combination of images, dialogues, sound effects and music in a movie mimics and parallels the thoughts and feelings that occur in our stream of consciousness." Cinematic depiction of everything from schizophrenia and delusional disorders to mood and anxiety disorders will be presented and discussed in order to facilitate the learning of the signs, symptoms, causes, and treatment, as well as theoretical perspectives through which these disorders are viewed.

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 may register for the one-hour lab/field work course, Honors 2051, Inquiries in Science: Laboratory and Field Work, although it is not required. All Urban Ecology/CHERP courses meet laboratory science General Education requirements and 2000-level course Honors College certificate requirements.
Field Study of Urban Ecology: Habitat Conservation and Restoration: This is a companion field work course to Urban Ecology Habitat Conservation and Restoration, Honors 2050 X01. The lab may not be taken alone. However, you do not need to take the lab to take 2050 X01. This represents a change from previous semesters. 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 #11413 Inquiries in Business
TR 9:30-10:45 Grimm-Howell, E. LeGras

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 #14254 Inquiries in Education
W 2:00-4:40 Tuttle, R. C209

Honors Foundations of Teaching in American Schools: While meeting the requirements of the 2209 course in the College of Education, students in Honors 2070 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 15 field experience hours are required. (Same as Teacher Education 2209)

HONORS 2310 -001 #11414 (H, CD) Inquiries in the Humanities: Cultural Diversity
T 2:00-4:40 Michael, A. Villa 155

Stieg Larsson’s Millennium Trilogy: Published in 2005, a year after Larsson’s death, Men Who Hate Women quickly became a best seller and award winner in Larsson’s native Sweden. Re-titled as The Girl with the Dragon Tattoo for English language publication three years later, the novel, as well as its sequels, The Girl Who Played with Fire and The Girl Who Kicked the Hornets’ Nest, became an international sensation, spending all of the next four years occupying various places on The New York Times Best Seller List; inspiring Swedish film adaptations of all three novels as well as an American film adaptation from director David Fincher (Fight Club, Seven) of the first novel; and winning numerous literary awards. This course will study the novels, film adaptations, and current academic scholarship on the series, as we attempt to understand what has made this trilogy the literary zeitgeist of the new millennium.

HONORS 3010 -002 #11416 Advanced Honors Seminar in the Humanities
T 2:00-4:40 McGinnis, J. C209

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

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

(Same as Philosophy 2258)

HONORS 3010 -003 #11417
Advanced Honors Seminar in the Humanities
R 2:00-4:40 Baldus, K. Villa 155

Honors Restoration and the Early 18th Century: This course will explore British literature dating from the Restoration of Charles II through the first half of the eighteenth century. It’s a time period marked by constant upheavals and experimentation in both the culture itself and in the world of print. As England once again placed a king on the throne after years of Puritan rule, authors tested the boundaries of sexual and political identity in poems, plays and prose. While moving to limit and restrain the powers of the king at the end of the seventeenth century, England embraced new modes of expression—including newspapers and periodicals—that encouraged public discussion and debate. In the early eighteenth century, writers struggled to define their professional identities and authority, often viciously attacking one another as they asserted their own superiority. This culture’s startling transformations prompted a collection of authors to self-consciously experiment to reach the reading public in new ways—most strikingly, in the creation of the novel itself.

Texts will include works by authors such as Aphra Behn, the Earl of Rochester, John Dryden, Daniel Defoe, Mary Astell, Alexander Pope, Jonathan Swift, and John Gay. In responding to the texts, students will write informal responses as well as two formal essays. Each student will also deliver an oral presentation to the class.

(Same as English 4420)

HONORS 3010 -004 #11418
Advanced Honors Seminar in the Humanities
TR 11:00-12:15 Nigro, K. LeGras

Feminism and Witchcraft: A Theoretical Inquiry: This class will focus on the social, cultural, theoretical, and historical perspectives of witchcraft in literature through a feminist framework. We will consider the implication of what it means to be a witch, both in the past and the present. Readings will include classic texts such as The Scarlet Letter and The Crucible, modern texts such as Mama Day and I, Tituba, Black Witch of Salem, and juvenile texts including The Witch of Blackbird Pond and Weetzie Bat. Each discussion will also focus on relevant critical and theoretical readings. Students will write a paper on witches in the media, mid-term and final research papers, and lead a Discussion Board analysis of a critical article.

(Same as Gender Studies 4925 and English 4930)

HONORS 3010 -005 #11419 (GA)
Advanced Honors Seminar in the Humanities
F 9:30-12:00 Delston, J. 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 International Business 3286 and Philosophy 3286)

HONORS 3010 -006 #14257
Advanced Honors Seminar in the Humanities
W 2:00-4:40 Brunero, J. LeGras

History of Political Philosophy: This course will cover some of the great works of political philosophy in the Western philosophical tradition, including works by Plato, Hobbes, Locke, Hume, Rousseau, Kant, Bentham, Mill, Marx, Nietzsche and Rawls. We'll consider such questions as: Who should rule? How should governmental institutions be structured? How is the existence of state coercion justified? What is the nature of the social contract and can it justify state coercion? Do people have natural rights and if so, which duties do they impose on governments? When is it permissible for citizens to revolt against the government? What is liberty and why should it be protected? How are resources justly distributed within a society? This course should be of interest to students from many majors and minors.

(Same as Philosophy 4430)

HONORS 3010 -007 #14258
Advanced Honors Seminar in the Humanities
MW 9:30-10:45 Waller, S. Lucas 203

Self Portraits: The self-portrait is an inherently complex and contradictory genre: it is at once a very intimate record of the artist’s self-investigation and a very public form of self-advertisement that circulates beyond the studio. It simultaneously explores the artist’s individual and particular identity and constructs a professional and social persona. Through history, many words have been used to characterize the visual artist: painter, sculptor, genius, radical, craftsman, bohemian, master, producer, innovator, and academic, to name only a few. Have artists’ characterized themselves through their self-portraits while negotiating these social identities? And how do the ways that artists represent themselves in visual compare with the self-fashionings that emerge in their letters or memoirs? How do artists’ self-portraits respond to the evolution of the artist from Medieval craftsman to Modern rebel? How have the ways artists have seen themselves related to the ways that others have seen and described them? This course will explore the genre of the self-portrait: its history and evolution, its parameters and its relationship to the history and evolution of the profession of the artist within western culture.

(Same as Art History 4455)

HONORS 3020 -001 #11420 (WC)
Advanced Honors Seminar in the Fine & Perform. Arts
MW 11:00-12:15 D'Souza, T. C307

Getting Your Word Out: Magazine, Radio, TV, and Internet Writing for Any Career: Much has been made of the ‘death’ of traditional media as information increasingly moves online. But the changing media landscape has also opened the door to virtually anyone. Media outlets including national...
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 4142)

HONORS 3030 -002  #11423  (GA)  Advanced Honors Seminar: Social & Behavioral Sci.
TR 2:00-3:15  Hankinson, C.  C307

Contemporary Global Challenges: The world is rapidly changing, and as a result we are contending with new and evolving issues. Among the many challenges we face are a growing and aging population, natural resource management, greater economic integration, and a changing nature and mode of conflict. All of these shifts coincide with an increasing “globalized” world, placing additional burdens on governments to deal with these complex challenges. The goal of this class is to enhance awareness of trends in contemporary global issues and subsequent individual and societal impacts. By linking global developments to those occurring at the national, state and local levels, students will better understand how these issues will affect their lives.

HONORS 3030 -003  #13685  (GA)  Advanced Honors Seminar: Social & Behavioral Sci.
MW 9:30-10:45  Hudson, R.  C307

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 together. This topic and region of the world should be of interest to students of all majors.

HONORS 3100 -001  #11424  Honors Advanced Composition: Jr. Level Writing Req.
MW 12:30-1:45  Torrusio, A.  C309
(See Section 003 for course description)

HONORS 3100 -002  #11425  Honors Advanced Composition: Jr. Level Writing Req.
TR 12:30-1:45  Dwiggins, K.  Seton
(See Section 003 for course description)

HONORS 3100 -003  #11426  Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45  Walterscheid, K.  C307

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

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

HONORS 3160 -001  #11428  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 #11429 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 #11430 Independent Portfolio Writing**

ARR Gleason, N. ARR

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

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

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

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

**HONORS 4100 -003 #11431 Independent Portfolio Writing**

ARR Gleason, N. ARR

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

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

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

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

**INDEPENDENT STUDY SESSIONS**

**ATTENTION: 60 HOURS OF INDEPENDENT STUDY OR INTERNSHIP (EITHER WITHIN HONORS OR WITHIN YOUR MAJOR) ARE REQUIRED FOR ALL HONORS STUDENTS.**

**HONORS 4900 -001 #11432 Independent Study in Honors**

ARR Bliss, B.

**HONORS 4900 -002 #11433 Independent Study in Honors**

ARR Friedline, G.
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