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.

Blasphemy, Sedition, and Pornography: Censorship and the Right to Know: Censorship is everywhere. Or is it selection? Or protection? Even if we don’t always notice, it is in schools, homes, shopping malls, grocery stores, libraries, streets, places of worship, movie theatres, a Google search, and your favorite TV-watching venue. Despite the freedoms of religion, speech, and the press promised by the First Amendment, censorship issues consistently challenge these individual freedoms. Who should decide what books we read, what movies we watch, and what music we listen to? What are the motivations behind those who censor? Is there a justification for censoring the media, the Internet, or government data? In this course, we will examine censorship in U.S. history by analyzing censored materials by Twain, Shakespeare, Sanger, Rowling, Bradbury, and the U.S. government. We will consider arguments for and against censorship as we examine the motion picture production codes, evaluate Carlin’s 7 dirty words, and try to define pornography. We will grapple with ongoing concerns such as textbook selection, media control, government secrecy and surveillance, and whether we have a right to know. Grades will be based on active class participation, quizzes, short papers, and an oral presentation.

Honors Introduction to Philosophy: A study and discussion of representative topics in philosophy such as free will and determinism, concepts of mind and body, the basis of value judgments, the nature of justice, knowledge and belief, the meaning of words, the meaning of life, and a bunch of other stuff. From time to time, we will also investigate various esoteric, absurd, outrageous, or practical questions. This course is open to students of all majors and for those who are undecided about majors. It counts for a Philosophy Major or Minor. (Same as Philosophy 1150)
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 texts, students will develop crucial academic knowledge and skills that will help them identify and analyze connections in studies across the disciplines.

HONORS 1230 -001 #11501 (SS, AHG)
American Traditions: Social & Behavior Sciences
TR 9:30-10:45 Wilson, R. LeGras

The American Experience: Is America the Land of Liberty? Part I: Many people have used phrases to describe America as the “Land of Liberty,” the “Land of the Free,” or the “Land of Opportunity.” One of the most recognizable symbols of this country is the Statue of Liberty which stands as a symbol of freedom, but a strong argument can be made the “liberty” has not always applied to everyone. This course will examine the concept of liberty as we explore America’s development during its first two centuries.

This class is designed to introduce students to various political, economic, religious and social ideas that have manifested the life of a developing nation. The evolution of society, highlighted by principal moments of time, will be given intensive study as we explore life and liberty as part of American heritage.

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

HONORS 1230 -002 #11502 (SS, AHG)
American Traditions: Social & Behavior Sciences
TR 11:00-12:15 Hankinson, C. C307

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

HONORS 1230 -003 #11503 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 2:00-3:15 Hankinson, C. C307

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

The purpose of this course is to introduce the fundamentals of American government and politics, particularly the major institutions and processes. Further, it aims to develop skills and abilities in analyzing and evaluating issues and public policies in American politics. On the one hand, this course wants to stimulate interest in American politics and impart tools that can be of use to all life-long students of politics. On the other hand, this course hopes to develop critical (that is, analytical) citizens, so that each of us will have examined reasons for the choices we make.

HONORS 1310 -001 #11504 (H, CD)
Non-Western Traditions: Humanities
MW 9:30-10:45 Lakshmanan, S. C309

Tradition and Modernity in South Asia: This course introduces students to South Asia - Bangladesh, Bhutan, India, Pakistan, Nepal, and Sri Lanka. In order to get a better understanding of the nexus between cultural traditions and ‘modernity,’ we will explore the history of the region, the major religions, and some of its cultural traditions. Juxtaposed against this background, we will read classical texts (The Bhagavad Gita), novels (The Reluctant Fundamentalist) and short stories, and watch international and Bollywood films (Slumdog Millionaire, 3 Idiots) dealing with contemporary issues such as poverty, terrorism, and globalization. The course format will include presentations, discussions, and group activities. There will be an equal emphasis on the textual and visual aspects of cultures. By drawing on history, religion, music, literature, and cinema, this course seeks to provide students with an interdisciplinary framework for understanding the diverse and often conflicting ways through which South Asia is portrayed and understood.

HONORS 1330 -001 #11505 (SS, CD)
Non-Western Traditions: Social Sciences
MW 2:00-3:15 Michael, A. LeGras

Modern Japanese Cinema: The Japanese film industry, one of the oldest and largest in the world, has produced some of the most accomplished and acclaimed films of all time. Its influence on world cinema can be seen in everything from the philosophies of Star Wars to the stylized violence of Tarantino, and from horror to that most American of genres, the Western.

Japanese filmmakers have combined native aesthetic and entertainment traditions with foreign storytelling techniques to produce vibrant works with worldwide appeal.

This course will take a chronological approach to the study of the history and aesthetics of Japanese film, with an emphasis on the films of the “Golden Age” of Japanese cinema. Students will come away from the course with a familiarity with the great classic directors (Kurosawa, Mizoguchi, Ozu) and major genres (jidaigeki, gendaigeki, etc.), an understanding of the recurring themes and historical trends within Japanese film, and an appreciation of the interplay between Japanese and Western film industries. Students will learn to approach films critically, and various academic readings on film will be required. Students will be evaluated through class participation, short response papers, and longer papers. Film screenings take place both inside and outside class time.

HONORS 1330 -002 #14172 (SS, CD)
Non-Western Traditions: Social Sciences
MW 3:30-4:45 Vermilion, M. Seton

Honors Cultural Anthropology: Cultural anthropology is the study of human beings as creatures and creators of society.
This course is aims to demonstrate how the basic concepts and techniques developed by cultural anthropologists help us to understand societies of various degrees of complexity, including our own. We will consider topics such as language, kinship, gender, ethnicity, economics, politics, religion, and social change in a broad comparative framework. Major goals are an increased awareness of the social and cultural dimensions of human experience, the diversity and flexibility of human cultures, and processes of intercultural communication and conflict. Students in this course will be required to engage in a fieldwork exercise as a participant-observer within the community and will write an ethnography based on the results of their analyses. **While this course is not cross listed, it counts for Anthropology 1011.**

**HONORS 2010 -001 #11506 (H)**  
Inquiries in the Humanities  
TR 9:30-10:45  
Black, A.  
C307

**Honors Critical Thinking:** This Honors Philosophy course helps students develop skills required to identify, analyze, and evaluate arguments. Students will read real-life arguments presented in ordinary language and learn ways to represent their structure. They’ll learn to sort arguments into two broad categories – deductive and non-deductive – based on their degree of certainty and to assess them accordingly.

The analysis of these arguments will be based on examples drawn from different writings such as letters to the editor and short editorials, advertising, excerpts from the history of philosophy, and longer articles on a variety of subjects. To reinforce some key notions of the course, a bit of time will be spent learning how to do proofs in a formal system. The course will also cover larger issues such as differences between scientific and moral reasoning, the effects of gender on reasoning, and the role of reasoning in politics.

**This course is strongly recommended for all Honors students from all disciplines. It will enhance your abilities to think, speak, and write more logically and persuasively. The methods taught in this class will help you improve and practice your critical and logical thinking skills; these skills can be usefully applied to other classes and majors.** *(Same as Philosophy 1160)*

**HONORS 2010 -002 #13053 (H)**  
Inquiries in the Humanities  
TR 2:00-3:15  
Petty, C.  
C209

**Honors Public Speaking:** Honors Public Speaking acquaints students with principles of speaking before an audience. Theories and techniques of organization, evidence, argumentation, persuasion and delivery are covered with emphasis on ethics and critical thinking. Applying speaking and listening skills to prepare for the workplace or community involvement are emphasized. Special attention is given to civic engagement and current events. 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 #14173 (H)**  
Inquiries in the Humanities  
TR 3:30-4:45  
Gerth, D.  
Seton

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

**HONORS 2010 -E01 #13769 (H)**  
Inquiries in the Humanities  
M 5:30-8:10  
Wolfe, K.  
EAB OG1

**Storytelling: The Oral Tradition:** Professionals incessantly upgrade their presentation skills with the "high-tech" of computer-driven screen and projection multi-media. Yet, cutting-edge technology still has not been able to recreate the effectiveness of the human face, expressions, voice and proximity in communicating knowledge and motivation. Technology's best efforts are faint echoes of the thousands of years of face-to-face interaction, in which storytelling has always had an integral part. Storytelling is still the most powerful method of reaching any child, student, colleague or employee, and it is all based on some remarkably basic principles and practices. These keys are the focus of this course, as well as the transfer of those practices to a variety of practical arenas. Participants learn physical awareness, vocal and facial techniques, story adoption, visualization and telling techniques, as well as coping skills with hesitation towards public speaking.

In addition, the course explores the extemporaneous creation of tales to apply immediately in classroom or boardroom situations for illustration and enrichment. The course requires participants to do light creative writing, reflective journaling, and offers many opportunities to perform. If one teaches, instructs or presents at any level, once one comes out from behind the screen and becomes the story, concepts and principles come alive. This course facilitates that emergence.

**HONORS 2020 -001 #14174 (H, WC)**  
Inquiries in the Fine and Performing Arts  
MW 12:30-1:45  
Austin, R.  
C307

**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 #14935 (SS) Inquiries in the Social and Behavioral Sciences MW 9:30-10:45 Hudson, R. C209

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

HONORS 2030 –002 #11507 (SS) Inquiries in the Social and Behavioral Sciences MW 12:30-1:45 Votaw, K. C209

Honors Psychology: Want to improve your memory? Do you have trouble sleeping? Are you interested in some dating tips? The field of modern psychology answers many questions beyond “How does that make you feel?” and “What was your relationship with your mother?” This seminar style Introduction to Psychology course focuses on past and current topics in the study of human and animal behavior and experience, through the examination of relevant text materials, empirical journal articles, and original film footage of pivotal experiments. Seminar sessions will involve class discussion, presentations, and in-class, along with take-home, activities. We will critically examine the historical original, empirical writings of the most noted contributors to the field and the past and present state of the field of Psychology. Additionally, students will be asked to challenge and examine common misconceptions and misrepresentations of the field of psychology through formal, comprehensive media analyses.

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

HONORS 2030 -003 #11508 (SS) Inquiries in the Social and Behavioral Sciences MW 9:30-10:45 Weber, K. Villa 155

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

(Same as Gender Studies 2150)

HONORS 2030 -004 #11509 (SS) Inquiries in the Social and Behavioral Sciences MW 11:00-12:15 Votaw, K. C209

Honors Social Psychology: Why do people conform to a group? Does racism still exist? What predicts success in a romantic relationship? Why do riots occur? These are just some of the questions asked by social psychologists. This class will examine and emphasize the empirical research behind how “normal” people behave under the power of a social influence. We will look at classic experiments, alongside the contemporary research to explain compliance, prejudice, self-esteem, close-relationships and other topics. Knowledge of the discipline will be gained and assessed through a variety of in-class discussions, activities, and take-home assignments. Additionally, students will have the opportunity to examine a topic of their choosing in further depth and demonstrate their ability to “think like a social psychologist” though the creation of a novel research proposal. **While this course is not cross listed, it counts for Psychology 2160 for Honors Students.**

HONORS 2030 -005 #11510 (SS) Inquiries in the Social and Behavioral Sciences TR 3:30-4:45 Sopko, M. C209

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

HONORS 2030 -006 #14936   (SS)
Inquiries in the Social and Behavioral Sciences
TR 2:00-3:15   Schiessl, C.    Seton

War Crimes, War Criminals and War Crime Trials
in the 19th and 20th Centuries: This class will examine the
history of war crimes and genocide from the Crimean War and
the American Civil War in the 19th century, World War II and
the Holocaust, to contemporary conflicts such as Bosnia,
Rwanda. The legal concepts and notions of traditional war
crimes, humanitarian law, crimes of aggression, and genocide
will be part of class discussions. We will cover the doctrine of
"just war", national trials like the ones at Andersonville and the
Israeli trial of Adolf Eichmann, the My Lai massacre in
Vietnam, and current international trials at The Hague. We also
will examine the body of international law which provided the
basis for the prosecution of war criminals, such as the Red Cross
agreements and the Hague and Geneva conventions. The course
will focus also on the Nuremberg Trials of the major Nazi war
criminals after World War II, as well as other post-World War II
civilian and military trials. Finally, the class will include
discussions of the international criminal courts set up to punish
war criminals and human rights violators in the former
Yugoslavia, Rwanda, and elsewhere.

HONORS 2050 -001 #11511   (NS)
Inquiries in the Natural Sciences
MW 11:00-12:15   Bourne, C.    C309

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

HONORS 2050  -X01 #13054   (NS)
Inquiries in the Sciences
TR 2:00-3:15   Granger, C.    C211
Fish, J. & Fruend, J.

Urban Ecology: Populations and Habitats: Life on earth
is dynamic. Variation, change, steady state, growth, differences,
competition, cooperation, evolution, feedback – these common
words have important meanings in the study of life systems
anywhere on earth and in the woodlands and streambeds of
UMSL’s South Campus and the St. Vincent Park natural
area. In this course we will unearth these meanings and apply
them to the development of systems thinking tools, population
thinking, evolutionary ecology literacy and science literacy to
understand important features of our urban and natural
environment. Urban Ecology – Populations and Habitats is a
hands-on, environmental studies course in the Honors College
which focuses on how organisms and environments interact in
creating the grand sweep of life on earth. Students registered
for Urban Ecology may register for the one-hour lab/work
field course, Honors 2051, Inquiries in Science: Laboratory and
Field Work, although it is not required. All Urban
Ecology/CERP courses meet laboratory science General
Education requirements and 2000-level course Honors College
certificate requirements.

HONORS 2051 -X01 #13249   (NS—lab)
Inquiries in Natural Science: Laboratory and Field Work
TR 3:30-4:15   Granger, C.    C211
Fish, J. & Fruend, J.

Field Study of Urban Ecology: Populations and
Habitats: This is a companion field work course to
Populations and Habitats, Honors 2050.X01. The lab may
not be taken alone. However, you do not need to take the
lab to take 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 #13054
Inquiries in Business
TR 9:30-10:45   McGilivary, J.    C209

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 2080 -001 #11512
Inquiries in Nursing
M 2:00-4:40 Nelson, J. 101 SCC
Nutrition and Health: This class will study the basic nutritional needs throughout the human life span, with analysis and comparison of alternative approaches to dietary planning. Our assigned readings and class discussions will emphasize the role of nutrition in promotion of health and prevention of illness. Based on the review of literature, analysis of typical dietary intake, and the consideration of individual preferences and lifestyle, the student will develop a personal dietary plan for optimal health, as well as gain useful insights about the importance of health in our society today. This class is useful for students of all majors, particularly Nursing, Education and Psychology, as well as any student who is interested in his or her own health.

HONORS 2330 -001 #13730 (H, CD)
Cultural Diversity in the Social Sciences
MW 12:30-1:45 Weber, K. Villa 155
India and World Culture: Have you ever enjoyed a chai? Participated in a yoga class? Wondered if something was wrong with your karma when bad things kept happening to you? If that is the case, your life has been touched by Indian culture. While 2008’s best picture, Slumdog Millionaire, has put American focus back on India, we have been deeply affected by Indian culture, ideas, and the growing Indian economy for many years. Join us for a semester of studying the culture of the world’s largest democracy. We will take a look at Indian history, its religions, yoga, languages, gender roles, the film industry in Bollywood, and its burgeoning economy.

HONORS 3010 -001 #11513
Advanced Honors Seminar in the Humanities
W 2:00-4:40 Carroll, J. Seton 19
The Truth About Fiction: Biological Reality and Imaginary Lives: The premise of this course is that works of fiction center on the main substantive areas of human motives: survival, mating, parenting and family life, growing up, establishing an individual identity, engaging in the social life of a community, experiencing conflicts between communities, and pursuing the life of the mind. In each session of the course, we shall read background psychological studies on each of these themes and also read fictional works that center on the theme for that session. The main background psychological text will be David Buss’s textbook in evolutionary psychology. That text will be supplemented with essays in “human life history theory,” that is, the theory about the main phases and offices of human life. The fictional texts will include short stories, novellas (short novels), excerpts from longer novels, graphic narratives (comics), and a play (Hamlet). For instance, the session on growing up will include a chapter on developmental psychology, the story “The Ugly Duckling,” the short children’s novel Mathilda, a chapter from Alison Bechdel’s graphic memoir Fun Home, and John Barth’s short story “Lost in the Fun House.” In addition to works in background psychology and works in fiction, the course will include several critical (interpretive) essays that examine the fictional works from a perspective similar to that adopted in the works in background psychology. Assignments will include two short papers, one longer paper, and assignments for leading class discussion on specific days. Each class with assigned reading will begin with a short quiz. Two classes will be devoted to workshop discussion paragraphs for the assigned papers.
(Same as English 4080)

HONORS 3010 -002 #11514 (GA)
Advanced Honors Seminar in the Humanities
R 2:00-4:40 Griesedieck, D. Seton 19
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 -003 #11515
Advanced Honors Seminar in the Humanities
MW 11:00-12:15 Nigro, K. LeGras
The Literature of the Holocaust: This class will examine some of the social, cultural, and historical elements that contributed to the Holocaust of World War II through contemporary and modern documents (examples might include analyzing the U.S. awareness of the event or potential influence of prominent U.S. citizens such as Charles Lindbergh). We will consider how the history has been “rewritten,” as in Cynthia Ozick’s condemnation of the original version of Anne Frank’s diary in a 1997 New Yorker magazine article, or in the newly edited version of that volume. Students will gain an understanding of how authors represent that historical period in original ways while investigating the background of the Holocaust, utilizing primary historical sources, and analyzing historiographical arguments. Examination of European history will also be encouraged; e.g., the development of anti-Jewish sentiment through the media of the Third Reich. We will read an extensive variety of literature, both fiction and nonfiction, and there will be a research component.
(Same as English 4950 and Gender Studies 5340)

HONORS 3020 -001 #14937
Advanced Honors Seminar in the Humanities and Fine Arts
F 2:00-4:40 Friedline, G. Villa 155
Advanced Bellerive Workshop: This exciting course is open to all students, pending consent from the instructor, who
are interested in all of the aspects of the production of our creative writing and art publication, *Bellerive*. The class will focus upon all of the steps of publishing including: reading and selection of works to be included, copy editing, communicating with writers, layout design, digital photography and art works, and the marketing and sales of the publication. All students will learn specific editing skills and techniques; however, individuals in the class will be able to choose which areas of work on the book that best suits their interests and talents.

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

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

HONORS 3030   -001   #11516
**Advanced Honors Seminar: Social & Behavioral Sci.**
**TR 12:30-1:45**
Wilson, R.    LeGras

**Beyond the Buildings: Preserving St. Louis Neighborhoods:** The story of a city begins with the neighborhoods. This is where one lives, works, and forms a community identity. Although part of a larger subculture of St. Louis, the individual neighborhoods in the city have their own changing history that is part of the public memory. This course will incorporate service learning with historic preservation as we work in connection with the Landmark Association and KETC Channel 9 in creating digital storytelling. In this service learning history course, students will help individual members of several St. Louis neighborhoods establish shared memories of the urban cultural landscape that will be preserved over time. This will be done by first collecting oral histories of the residents, and with the assistance of The Nine Academy, students will each create their own three minute historical documentary of the resident’s neighborhood to help assist with historic preservation. This course will involve off campus participation with oral interviews, film production, historical research, and a final community presentation at the KETC studios.

(Same as History 4142)

HONORS 3030   -002   #11517
**Advanced Honors Seminar: Social & Behavioral Sci.**
**TR 11:00-12:15**
Bliss, R.    Seton 19

**Warts and All: Understanding the Puritans:** Oliver Cromwell’s invariably misquoted direction to court painter Peter Lely aimed for a true likeness, including “all these roughnesses, pimples, warts, and everything as you see me, otherwise I will never pay a farthing for it.” In that spirit, this seminar will appraise Cromwell’s correligiousmen who crossed the ocean to settle in America. Were they H. L. Mencken’s killjoys, driven by “the haunting fear that someone, somewhere, may be happy”? Were they the cruel bigots who killed Nathaniel Hawthorne’s “gentle boy”? Were they Arthur Miller’s petty squabblers who accused each other of witchcraft? Well, yes, they were. But there was about Cromwell’s modest realism something that commands attention, even respect. And there is no doubt whatsoever that in the annals of colonization no stories match that of early New England for sheer demographic success. We will research original documents, creative literature, and scholarly histories to draw a true likeness of the Puritans of New England. Warts, and all.

(‘Same as History 4142’)

HONORS 3030   -003   #13055
**Advanced Honors Seminar: Social & Behavioral Sci.**
**TR 12:30-1:45**
**McGillivary, J.**

**Finance, Law and Ethics:** Is the 2008 market decline reminiscent of the Market Crash of 1929? What is a subprime mortgage? How did Bernie Madoff get away with his Ponzi scheme for so long? What is the Dodd-Frank Act supposed to do? Can the Sarbanes-Oxley Act really prevent another Enron scandal?

This course will examine America’s financial system, its laws and regulations, and the ethical challenges that weave through them. We will begin with a historical review of significant events to demonstrate how similar issues – risk, transparency of information, the legal / regulatory environment, greed, and fear – contribute to this country’s economic crises. Throughout this course, we will consider whether the law can truly address the deficiencies that lead to market collapses. The semester will conclude using case studies to discuss the sophistication of the current financial markets and how legislators, regulators, the financial industry, and the public can make sense of it all. This course will benefit students from many majors, including Business, Political Science, Criminology, Sociology, Economics, etc. Students from most disciplines will increase their understanding of finance, law and ethics, and how those areas relate to their future career paths.

(Same as Business Administration 3198)

HONORS 3030   -004   #13250    (GA)
**Advanced Honors Seminar: Social & Behavioral Sci.**
**R 2:00-4:40**
Rochester, J.M.    C307

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

HONORS 3030   -005   #14180
**Advanced Honors Seminar: Social & Behavioral Sci.**
**F 9:30-12:10**
Pellegrini, E.    LeGras

**Leadership in Organizations:** This course is based on a highly successful corporate training that emphasizes effective
leadership through the acquisition of sound management skills. The emphasis is on building a sound grasp of good practice and on developing the student’s ability to apply such knowledge as s/he manages today’s diverse workforce. Management development is an effort and a critical skill for anyone is the ability to manage their own learning. Therefore, in this course each student will choose a management skill they’d like to develop, and use the course to devise their own customized development plan (with respect to mastering this particular management skill) with specific goals and timetables. This course will be of interest to students of all majors.

HONORS 3030 -006 #14939 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
T 2:00-4:40 Mushaben, J. 344 SSB

Mega Cities and Diasporas: Global Migration, Sustainability, and the Urban Divide: The Cities have functioned as “cradles of civilization,” as well as centers of commerce, culture, and techno-logical innovation for thousands of years. Once defined as metropolitan areas with over 5 million people, today’s mega-cities must provide for 10 to 25 million residents, overwhelming “local” leaders with extreme poverty, housing shortages, environmental degradation, health-epidemics and other urban sustainability crises. Mass migration to “glocal” centers has been fueled by shifts in global markets, structural adjustment policies, natural catastrophes and ethno-religious conflagrations. As of 2001, 31.6% of these new urban dwellers inhabited slums. This course examines the causes, dynamics and effects of migrating diasporas, based on case studies from South America, South/East Asia, the MidEast and Africa. It fosters “global awareness,” as well as a better understanding of the “interconnectedness” of politics, economics and climate change across the planet. Each student will “adopt” a particular Mega-City, researching and reporting on its destiny regarding two “sustainability” issues. (Same as Political Science 4520)

HONORS 3030 -007 #15027
Advanced Honors Seminar: Social & Behavioral Sci.
M 2:00-4:40 Hurwicz, M. C209

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

This class will be valuable for majors in anthropology (it fulfills the 3000-level theory requirement), as well as nursing, psychology, sociology, biology, other sciences, and particularly pre-med, as it will provides an excellent way to gain the perspective of another discipline on human health and medical issues. (Same as Anthropology 3212)

HONORS 3030 -008 #15042 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
W 2:00-4:40 Segal, U. C209

Globalization and Cross Cultural Communication: In an increasingly globalized world, when international relocation is not a precursor for functioning in a pluralized environment, cross cultural understanding is essential for success regardless of the discipline or the career path students select. This course will explore theoretical perspectives and practical realities to address complexities in the interplay between global, national, and local patterns of communication, underscoring both the diversity of communication and the similarity in human nature. Using a "global" lens, this class will be tailored to the interests and course of study of students making it a course relevant to students in business, the social sciences, education, health, and social work. (Same as Social Work 4900)

HONORS 3100 -001 #11518
Honors Advanced Composition: Jr. Level Writing Req.
TR 11:00-12:15 Moore, S. LeGras

HONORS 3100 -002 #11519
Honors Advanced Composition: Jr. Level Writing Req.
MW 2:00-3:15 Torrusio, A. Seton

HONORS 3100 -003 #11520
Honors Advanced Composition: Jr. Level Writing Req.
TR 12:30-1:45 Moore, S. Seton

HONORS 3100 -004 #11521
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 Walterscheid, K. C309

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

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

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

HONORS 4100 -001 #11522
Independent Portfolio Writing
ARR Wilson, R. ARR

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

**Independent Writing Portfolio:** This one or two-hour course is designed for two types of students: those who plan to apply to a graduate program, or those who plan to revise or create significant writing projects. Working primarily in individual consultations with an instructor, you will focus on writing that can make a real difference for your future.

After participating in a group orientation session at the beginning of the semester, you will schedule individual conferences to consult on drafts and revisions of documents. Each student will devise an individual schedule and list of projects with the instructor. Those applying to graduate programs will work on documents like brief reports on various schools or future career opportunities, application essays, curriculum vitae, and revised writing samples. Those revising or creating individual writing projects will work on genres like academic essays, short stories, personal essays, or poetry. Either group of students may also choose to prepare a resume and cover letter to pursue job opportunities.

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

**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 #11525**
Independent Study in Honors
ARR Bliss, B.

**HONORS 4900 -002 #11526**
Independent Study in Honors
ARR Hankinson, C.

**HONORS 4900 -003 #11527**
Independent Study in Honors
ARR Gleason, N.

**HONORS 4900 -004 #11528**
Independent Study in Honors
ARR Torrusio, A.

**HONORS 4900 -005 #11529**
Independent Study in Honors
ARR Baldus, K.

**HONORS 4900 -006 #11530**
Independent Study in Honors
ARR Gerth, D.

**HONORS 4900 -007 #11531**
Independent Study in Honors
ARR Schiessl, C.

**HONORS 4900 -008 #12863**
Independent Study in Honors
ARR Friedline, G.

**HONORS 4910 -001 #13331**
Independent Study: Internships
ARR Hankinson, C.

**HONORS 4910 -002 #13466**
Independent Study: Internships
ARR Gleason, N.