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.

Science vs Pseudo-science in Archaeology: This course will explore the data surrounding notable claims such as Atlantis, Pittdown man, the Shroud of Turin, the Cardiff Giant, Psychic Archaeology, and other myths, mysteries, and hoaxes in archaeology. Through our evaluation of these claims, students will learn about the methods that archaeologists use to uncover the truth and will come to understand the true nature of scientific inquiry and how the scientific method is applied to archaeological as well as other areas of research. Critical thinking skills are enhanced as students identify, analyze, and assess the strengths and weaknesses of data presented (or withheld!) for these and other reported claims. The skills necessary to identify a fraudulent claim will be developed during class as students analyze and discuss the examples in the text, as well as those in contemporary publications. Written assessment exercises of such claims will be conducted in class and, where possible, we will explore the topics visually using film and Power Point. Finally, each student will be required to detect and research a possibly fraudulent claim, analyze the data, write a paper, and present the findings to the class.

This course will continue the exploration of Western and Non-Western cultures begun in Cultural Traditions I. Starting with texts from the eighteenth century, it will examine the intellectual traditions of a variety of cultures through their major works of philosophy, literature, art, and science, and seek a better understanding of how people from diverse regions have perceived and explained the world. Readings will center on fundamental human concerns in a global context; Western and Non-Western perspectives will be compared on topics such as reason and emotion, social and natural environments, colonialism, modernism, and globalization. In addition to this cultural focus, this course will also continue the focus on the development of students as scholars and future professionals begun in Cultural Traditions I. While reflecting on their education, students will explore topics such as career choices, internships and independent research, and the development of accomplishments to enhance their education while at the university.
HONORS 1230 -001 #11324 (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 life-long students of politics. On the other hand,
this course hopes to develop critical (that is, analytical) citizens,
so that each of us will have examined reasons for the choices we
make.

**While this class is not cross-listed, it will count as
Political Science 1100. Contact your advisor to inquire about this.**

HONORS 1230 -002 #11325 (SS, AHG)
American Traditions: Social & Behavioral Sciences
MW 9:30-10:45 Weber, K. Villa 155

The American Experience: Is America the Land of
Liberty? Part II: Join us as we investigate controversial
American topics after the Civil War such as the KKK, Big
Business, Japanese Internment, McCarthyism, The Civil Rights
Era, The Counter Culture and the Patriot Act.
Many people have used phrases to describe America as
the “Land of Liberty,” the “Land of the Free,” or the “Land of
Opportunity.” One of the most recognizable symbols of this
country is the Statue of Liberty which stands as a symbol of
freedom, but a strong argument can be made that “liberty” has not always applied to everyone.
This class is designed to introduce students to various political,
eco

HONORS 1230 -003 #14296 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 9:30-10:45 Uchitelle, B. C307

The U.S. Constitution: The Living Document in a
Contemporary World: For the more than 220 years since its
adoption in 1787, the Constitution has shaped, served and
defined our nation. You might have studied it in high school, but
did you really explore the Constitution’s amazing influence on
your life and the lives of all Americans?
Throughout the course we will consider the critical impact
of the constitution on the lives of Americans from its adoption
in the present day. We will gain a different perspective on how
a handful of individuals more than two centuries ago drafted a
document that created our nation. We will closely examine the
role that our founding document plays in the development of our
country, and we will explore the historical background of the
Constitution and the later Amendments.
A good part of our time will be devoted to reviewing and
discussing the major Supreme Court decisions such as Dred Scott, Brown v. Board of Education, Roe v. Wade, ObamaCare
and others, to place the document in the context of today’s
world. In addition, we will study the tough compromises made
by the founders and the serious flaws that resulted from some of
those compromises. You will read from a number of primary
and secondary sources, and participate in lively classroom
discussions and debates. Several short papers on chosen
Constitutional subjects of your choice will be required.
In summary, this course will allow you to gain a new
perspective and understanding of the most important document
of our county, one that shapes your life and the well being of the
nation. You will also have the chance to be part of lively
discussions of today’s most pressing issues.

HONORS 1310 -001 #11337 (H, CD)
Non-Western Traditions: Humanities
TR 9:30-10:45 Walterscheid, K. C309

Family and Identity: In this course, students will read
texts from India, China, and Africa and examine the ways that
culture influences family structure and personal identity. We
will investigate the importance of arranged marriage, romantic
love, co-wives, treatment of children, extended families,
dowries, veiling, religious attitudes, gender roles, and state
policies toward marriage and the family. Authors include
Khushwant Singh, Mahasweta Devi, Fung Jicai, Anchee Min,
Chinua Achebe, and Ngugi wa Thiong’o. Grades will be based
on active class participation, journals, papers, and a
presentation.

HONORS 1310 -002 #13620 (H, CD)
Non-Western Traditions: Humanities
MW 11:00-12:15 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,’ 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 such
as cultural identity, nationhood, human rights, and globalization.
The course format will include presentations, discussions,
papers and group activities. There will be an equal emphasis on
the textual and visual aspect of cultures. By drawing on history,
religion, music, literature, and cinema, this course seeks to
provide students with an interdisciplinary framework for
understanding the diverse and often conflicting ways through which South Asia is portrayed and understood.

HONORS 1330 -001 #12834 (SS, CD) Non-Western Traditions: Social & Behavior Sciences
MW 12:30-1:45 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 “Gangdam Style” charted on the American Billboard Top 100, and 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 1330 -002 #14298 (SS, CD) Non-Western Traditions: Social & Behavior Sciences
TR 2:00-3:15 Michael, A. LeGras

Japanese Popular Culture: Anime, manga, music, fashion: these are just a few of Japan's current exports. While many in the West recognize these flashy and colorful forms, few realize the true extent of the cultural influence these forms have had on American culture. In this course, we will examine how contemporary Japan is displayed and understood in various visual and literary arts. Rather than a synecdochized, fetishized generalization, we will examine social, ethical, and cultural issues that contribute to what Japan says about itself.

HONORS 2010 -001 #11328 (H) Inquiries in the Humanities
TR 9:30-10:45 Black, A. Seton 19

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 #11329 (H) Inquiries in the Humanities
M 5:30-8:10 Wolfe, K. Seton

Media Literacy: Do you want to see clearly, and for yourself? Then you will need to discern truth and value from false manipulation in the thousands of messages you receive from the various pervasive media of American culture. You will need to keep from being an all-absorbing sponge, while also avoiding a jaded and hypercritical attitude. Your participation in this course spurs you in this critical-thinking process. Media Literacy focuses on raising awareness of our ubiquitous media outlets and social media, discovering the governing principles of the media dynamic, and the practice of seeing “underneath” the obvious messages to their more latent intent and subtle effects. Participants discuss such topics as personal experience with media, production values/producers’ purpose, and the effect the images and messages have on American attitudes toward sex, race, consumerism, violence and beauty. Participants will engage in discussions, debates and roundtables on various topics. Other requirements range from introspective activities to light statistical research, a reading of Ray Bradbury’s Fahrenheit 451, and two or three products/projects in various media. This course opens the participants’ eyes, challenges their assumptions and awakens them to adopt and pursue a new perspective on our media-driven culture.

HONORS 2010 -003 #12835 (H) Inquiries in the Humanities
MW 12:30-1:45 Lakshmanan, S. C309

Viewing Italian Culture and History at the Movies: For many of us, much of what we know of Italy’s culture and history is gleaned from films. This course will explore cinema as a medium for the construction and reconstruction of history, nationhood and culture, from the unification of Italy to the rise of fascism and the country’s post war emergence. Combining recent Italian films that deal with the country’s troubled history of fascism and war (Vincere, Life is Beautiful) with a selection of films directed by the titans of Italian cinema (Bertolucci, De Sica, Rossellini, etc.), we will examine the cultural, political, social and economic history of Italy, and analyze how different cinematic genres represent and retell the tension between fascism and communism, the influence of Church and family, and the undertones of class and sexuality. In the post-war boom years, we explore the emergence of Italian fashion, changing gender roles, and the role of the mafia. We conclude with a celebration of food – on and off screen. Readings include film analysis, a background on viewing historical films, and supplementary material on the historical events and issues discussed. Through discussions, presentations, and researched papers, students will gain a deeper understanding of how cinema reflects and creates national and cultural identity. All the films have English subtitles, and some are in black and white.
The Disease of Fear and the Fear of Disease: Since the beginning of time, humans have faced a battle against infectious disease. As soon as the medical community thought they had eradicated diseases like polio, smallpox and the plague, new diseases have appeared and old ones reemerged. With the advent of a possible avian bird flu epidemic, this course will expose students to the history of disease, medicine and society’s reaction to an unknown threat. With the world becoming a more interconnected commercial culture, diseases usually found in remote areas can quickly be transmitted across the globe. How society deals with the threat of epidemic disease can be uncovered by studying the responses of the past as the disease of fear can lead to the prospect of the breakdown of world order.

This course is an interdisciplinary course as we use history, sociology, psychology, economics and political science as a forum for discussing the decisions made by western civilization in regards to commerce, disease and urban and social reform. The course will begin with a discussion on the plague in the fourteenth and fifteenth century and conclude with a study of the avian bird flu.

Throughout the semester we will focus on the yellow fever and cholera epidemics of the nineteenth century as well as tuberculosis, smallpox, influenza, AIDS and SARS. With the possibility of new epidemic diseases on the horizon, the disease of fear has remained strong. This class will be of interest to all majors, particularly those in the sciences, nursing, and history.  

Broadcast Writing and Reporting: The News in St. Louis. The course enhances critical thinking, research, discussion, and writing skills by focusing especially on local news reporting, reporters, and their news specialties or “beats” covering the City of St. Louis. It focuses on specific fields of reporting: crime, education, environment, local economy and politics. Students conduct interviews with key sources in specialty areas, newsmakers and reporters in all areas of mass media. Goals: Gain a familiarity with the structure and function of information-gathering and reporting in and about the City of St. Louis. You will also produce usable news copy daily, and on deadline.

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 classic primary texts in which individualism was a leading concern, beginning with the iconic Autobiography of Benjamin Franklin, an enlightenment handbook on how to” become an individual. We will finish with the equally famous Education of Henry Adams, wherein Adams tells us that history (by bringing about iron, steel, locomotives, and dynamos) had rendered Franklin’s prescriptions irrelevant. In between we will visit with the proto-hippie Henry David Thoreau (and discover who did his laundry while he sampled a highly individualistic “life in the woods”) and with the slave Frederick Douglass as he “became” an individual by escaping to freedom. Each primary text will be read “in context” as we discuss what it meant to be “individual” in a culture which (according to some) invented “individualism.” This pairing of literature and history, “text and context”, is the classic “American Studies” approach to understanding our country's dynamic cultural history.
understand the importance of the intersection of gender and minorities as a basis for understanding the similarities and differences in political representation, and experiences seeking political office.

Minorities. This course focuses on the political struggles of women. Emphasis is not only placed on analyzing the role of women in political and electoral processes, but also on understanding the influence of gender on political institutions, practices, and policy in the United States. (Same as Gender Studies 2380 and Political Science 2380)

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

Workplace Ethics: What ethical standards are appropriate in the workplace? What is right? What is wrong? Who makes that decision? Is an ethical decision merely compliance with laws and regulations? Or must generally held values of trust, fairness, respect, integrity, and honesty be adhered to?

This class is designed to teach students how to articulate ethical principles, apply them in everyday workplace scenarios, and incorporate them into the workplace culture. We will contemplate ethical issues in employment relationships, management, privacy, communication, finance, marketing, and more.

The class includes drafting a company’s code of ethics and code of conduct. It also requires the students to complete an outside project for a non-profit organization which will be graded on impact, sustainability, and ethical / social analysis. The project would conclude with a paper and oral presentation.

The Difference: Difference Makes: Gender, Sexuality, Race and Politics in the U.S.: Though 51 percent of the overall US population, women are still relegated to the caste of political minorities. This course focuses on the political struggles of women in the United States, especially regarding voting, political representation, and experiences seeking political office. We will also evaluate the experiences of other political minorities as a basis for understanding the similarities and differences of women’s political struggles, and to better understand the importance of the intersection of gender and other minority statuses (race, class, and sexuality) of women.

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

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

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

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 ecology.
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.

HONORS 2051 -X01 #12828 (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: 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 South Campus parking garage).

HONORS 2060 -001 #11336
Inquiries in Business
TR 9:30-10:45
Grimm-Howell, E. Seton

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 2330 -X01 #14610 (CD, SS)
Cultural Diversity in the Social Sciences
TBA Hankinson, C. ARR

Study Abroad: Italy: The Study Trip to Italy is from December 30-January 9. Please contact Chad Hankinson for more information. This exciting course explores the rich political, religious, architectural and artistic history of Italy. Traveling throughout the country, we will visit Rome, Vatican City, Florence, Venice, Assisi, and the Sorrento region. Some of the many attractions include the ruins of Pompei, the Statue of David, the Duomo, the Sistine Chapel, St. Peter’s Basilica and the Colosseum. Students should expect to spend about four hours a day in intense learning experiences that include lectures/discussions and site visits. Travel arrangements permitting, students will also have several “free” hours each day during which they are expected to visit additional museums, art galleries, archeological sites, and other places of historical and political significance. Students should also soak up the local culture. Through a combination of reading assigned materials, researching and writing papers, reflecting in student journals, and embarking on international travel with guided tours and lectures, students will acquire knowledge about the political, cultural (contemporary and ancient) religious, architectural and artistic history of Italy. With this knowledge, students will better understand Italy’s role in the world. For instance, how did the Renaissance reflect important cultural changes and achievements and what was its varying impact throughout the country? What influence has politics had on the art and architecture of Italy? How does the Catholic Church shape Italian politics and culture?
(Same as Political Science 2900)

HONORS 3010 -002 #11339
Advanced Honors Seminar in the Humanities
TR 12:30-1:45 Rohloff, W. C209

Honors Philosophy of Science: In this course we will focus on the philosophy of biology. We will begin by looking at the foundations of the theory of evolution and the key concepts of fitness and selection. From there we will look at attempts to give evolutionary explanations in the fields of evolutionary psychology and sociobiology. We will also cover topics concerning the classification of species in biology, the biology of race and the philosophy of medicine.
(Same as Philosophy 4480)

HONORS 3010 -003 #11340
Advanced Honors Seminar in the Humanities
R 2:00-4:40 Baldus, K. Villa 155

Honors 18th Century Novel: The texts we know today as novels experienced a tumultuous period of growth and experimentation in eighteenth-century England. Readers encountering these early texts were often unsure what they were reading, as authors and booksellers played with the form and function of these texts. Early in the century, authors like Daniel Defoe and Eliza Haywood catered to the public appetite for sensational fiction about adventures and scandal. Responding to such popular fiction, Samuel Richardson and Henry Fielding nudged the novel into more serious and respectable territory, helping to establish the genre as the dominant literary form of the century. The final decades of the 1700s experienced a burst of additional experimentation as authors developed forms like Gothic novels. This class will focus on this time period of creative innovation, juxtaposing readings of these texts with modern and eighteenth-century theories of the novel. We’ll also situate these novels within discussions of the revolutionary changes shaping English culture at this time. Student work will include informal responses to the readings, an oral presentation, and two essays.
(Same as English 4450)
Women Writing Nature: Gender, Power and the Environment: We will survey and evaluate nature writing by women in America from various cultural perspectives and from various academic disciplines. We will examine how women’s observations about nature create, reflect, and/or support cultural and social attitudes toward the environment. Through the practice of feminist pedagogy and the theory of ecofeminism, the focus will be on the diversity created by individual convictions and how those convictions might be integrated in a nonviolent and productive way.

(Same as English 4930 and Gender Studies 4930)

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)

Women in Music: This course examines the experiences of women as composers, performers, teachers, writers, instrument-builders, patrons, librarians, entrepreneurs, as well as major influences on prominent male composers. Current music history textbooks largely ignore the significant contributions of women as creators. Research over the past 25 years has shown that women have been writing and performing music as long as their male counterparts. Owing to the sociological climate of earlier eras, women’s creative endeavors have gone unnoticed, unpublished, unperformed, and have been quickly forgotten.

Scholars, researchers, and performers have started publishing and devoting courses focused on women’s contributions. Women in Music will survey and examine the musical achievements of women as well as the historical contexts that shaped and defined their artistic development. The class will survey the contributions of women musicians from the Ancient Greeks to the present time; will present biographies of outstanding women composers and performers; will explore a sociological analysis of women musicians as a class; will present analyses and performances of representative compositions; and will provide examples of women’s music from all periods including medieval chants, Renaissance song, opera, lieder and keyboard music, orchestral and chamber music, jazz/folk music, women’s music in non-Western cultures, as well as contemporary compositions.

(Same as Gender Studies 4350 and Music History, Literature, and Theory 4290)
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)

Global Justice: Cooperation or Domination: Around the globe the use of “soft” power—economic, political, and diplomatic power—can be as devastating as the use of “hard” military power. But unlike in the case of war (only justified in self-defense), there is no (relatively) clear line as to when such “soft” power is being used appropriately and when its use might cross the line into manifest injustice.

In this course we will use the both the tools provided by contemporary global justice theory, and historical and contemporary case studies to address the challenging question of justice in the global context. A central historical case will revolve around whether the influence exercised by Russia, Britain, the U.S. the Anglo-Iranian Oil Company (now known as British Petroleum, or BP), and others, on the political, economic, and social policy of Iran in 19th and early 20th century was unjust. We will be reading statist theories by Rawls, Nagel and others, that emphasize the independence and rights of nations, and downplay global obligations, as well as cosmopolitan theories by Pogge, Shue and others, that emphasize global obligations and downplay the importance of national borders.

Some of the kinds of questions we will be addressing include: What (if anything) do the global rich owe the global poor? Where is the line between sound international business practices and unfair exploitation? Where is the line between a strong foreign policy and unfair socio-political domination? To what lengths may a nation legitimately go to protect its interests short of war?
(Same as Philosophy 4451 and Political Science 3860)

Human Migration: Its Implications: With enhanced global communication and exchanges and the ease of transnational transportation, international migration continues on the rise. The movement of people has advantages and provides challenges to sending and receiving countries as well as for the migrants themselves. This course examines the causes and consequences of human migration and provides a multidisciplinary backdrop for students to develop an understanding of the phenomenon of population movements with relevance for their particular fields of study.
(Same as Social Work 4631)

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.

Maiko, Maids and Masako: What contexts of patriarchy, consumerism, and cultural meanings produce female icons in Japan, pushing her into the limelight? How is she objectified in media? This course takes up these questions by offering perspectives on female paragons—historical, contemporary, fictional and imagined—who have captured the public eye at various historical junctures, exploring not only her gendered construction, but also her linkage to notions of nationhood and modernity. We will look at how female figures from cultural history and fantasy are put in the service of ethnic relations, tourism, and identity.
(Same as Anthropology 3237, Gender Studies 3350, and Sociology 3237)

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(Same as Anthropology 3237, Gender Studies 3350, and Sociology 3237)
HONORS 3100 -003  #11348  
Honors Advanced Composition: Jr. Level Writing Req.  
TR 12:30-1:45  Moore, S.  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 3160 -001  #11349  
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  #11350  
Independent Portfolio Writing  
ARR  Walterscheid, 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  #11351  
Independent Portfolio Writing  
ARR  Gerth, D.  ARR  

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

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

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

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

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

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

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

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

INDEPENDENT STUDY SESSIONS

**ATTENTION: 6.0 HOURS OF INDEPENDENT STUDY OR INTERNSHIP (EITHER WITHIN HONORS OR WITHIN YOUR MAJOR) ARE REQUIRED FOR ALL HONORS STUDENTS**

HONORS 4900 -001 #11353
Independent Study in Honors
ARR Bliss, B.

HONORS 4900 -002 #11354
Independent Study in Honors
ARR Friedline, G.

HONORS 4900 -003 #11355
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -004 #11356
Independent Study in Honors
ARR Gleason, N.

HONORS 4900 -005 #11357
Independent Study in Honors
ARR Baldus, K.

HONORS 4900 -006 #11358
Independent Study in Honors
ARR Hankinson, C.

HONORS 4910 -001 #11360
Independent Study: Internships
ARR Hankinson, C.

HONORS 4910 -002 #13306
Independent Study: Internships
ARR Wilson, R.