# PIERRE LACLEDE HONORS COLLEGE

## University of Missouri-St. Louis

### Fall 2017 Courses

AHG = fulfills American History & Government requirement; CD = fulfills Cultural Diversity requirement; CP = fulfills Communication Proficiency; GA = fulfills Global Awareness requirement; H = fulfills Humanities requirement; IL = fulfills Information Literacy; MP = fulfills Mathematics Proficiency; MS = fulfills Math/Science requirement; NS = fulfills Natural Science requirement; SS = fulfills Social Science requirement; WC = fulfills Writing Certificate

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**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.

**Power: Authority and Control in Literature:** This course asks what it means to be a citizen of a democracy at a time when our ideas of freedom and individual rights are under ever-growing scrutiny. *The Strange Case of Dr. Jekyll and Mr. Hyde* will serve as our starting point. This dark tale of failed self-control on the streets of Victorian London gives us guiding questions of the role of external social authority in our private lives. We will read short stories by Franz Kafka, Jorge Luis Borges, William Faulkner, and Shirley Jackson, among others, and the futuristic dystopian fiction of George Orwell and Margaret Atwood. We will read of spies, political surveillance, and representations of criminality, gender, and race to explore the power of various forms of social authority and overt and covert control. Who’s watching whom? What power does the watcher have over the watched? And how does the watched person fight back? These are especially important questions as we consider present day structures of authority and our own practices of social policing and dissenting response. Our goal will be to understand the role of social authority in works of literature written at times when structures of and attitudes toward that authority were rapidly changing.

Do you want to be part of a supportive community of students in the Honors College? Would you like to have a mentor to help you navigate your Honors classes? Do you want to see how cultures you’ll read about in class are part of life in St. Louis today? Students who sign up for the living-learning community section of Cultural Traditions get all of these benefits. To be part of the community, you just need to live in Oak Hall and let your advisor know you want to register for it.

**Note:** You cannot be officially registered for this section until you complete a housing contract.

This freshman course has two main complementary goals: 1. To help students explore philosophies of education and navigate their own individual approaches to a university education; and 2. To survey Western and non-Western cultures and their intellectual traditions from their ancient beginnings to the seventeenth century. As we examine specific works of literature, religion, philosophy and history in their cultural contexts, we will compare and contrast Western and Non-Western attitudes towards such issues as the concept of reality, the afterlife, the interplay of reason and emotion, and ideas of nature and civilization. Our readings will include works from Europe, the Near East, China, India, and Japan—works that continue to shape our society today. In surveying these texts,
students will develop crucial academic knowledge and skills that will help them identify and analyze connections in studies across the disciplines.

**Tales from Missouri: Disaster, War and Adventure:**
Exploding steamboats, violent tornados, crashing bridges, deadly diseases, and guerrilla warfare are all part of the history in this Midwestern state. Come join us as we explore some of the rare tales from Missouri that you will not find in your history books. We will discuss some fascinating stories from this border state on topics such as a Revolutionary War battle in St. Louis, Bushwhackers and Jayhawkers, and some unique stories from the 1904 World's Fair. Missouri suffered growing pains from its beginning as a frontier outpost as it grew into thriving Midwestern state, but the transition has never been easy. As the Gateway to the West, the state has been home to immigrant battles, race riots, and an emotionally divided state during the Civil War, but through it all, its citizens have persevered. With adventure around every corner, the Show-Me State has never been a dull place to live.

**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 Intro to American Politics for SOME majors. Contact your advisor to inquire about this.**

**Non-Western Traditions: Humanities**

**Non-Western Culture and Cuisine:** This is an introductory seminar exploring the relationship between a society and the food it produces and consumes. Many non-western 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.

**Trial and Triumph: An Introduction to Native American Literature:** In this introductory course, we will explore the cross-cultural influences, identity themes, and tribal expressions in Native American literature. We will examine the struggles and successes of the Native American people throughout literature of several different Native American
Nations. As we study novels, short stories, essays, and poetry of Native American authors, such as Sherman Alexie, Louise Erdrich, Leslie Marmon Silko, James Welch, and others, we will focus on the diverse traditions, as well as the struggles of America's indigenous people. This course will also look at the depiction of the American Indian in not only literature, but in the media and film clips. By delving into texts and related materials, we will search beyond the stereotypes to find the rich spirit of the Native American identity in the past and in today's world. No past experience with Native American literature is required; students will be expected to read, discuss, and write about the trials and triumphs of Native Americans in this lively and interesting Honors course.

HONORS 1330 -001 #11356 (CD, SS)
Non-Western Traditions: Social Sciences
MW 11:00-12:15 Born, C. Seton

**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 1330 -002 #15064 (CD, SS)
Non-Western Traditions: Social & Behavior Sciences
MW 3:30-4:45 Vermilion, M. C309

**Indigenous Peoples of the New World:** Sometime prior to 14,500 BC, waves of migrants entered the New World from Asia by way of Beringia as well as other possible avenues. They explored and spread throughout the new environs, adapted to new surroundings as they travelled, encountered other sojourners, and diversified into a significant number of specific culture areas. Throughout the millennia, they have maintained their unique ethnic identity markers in spite of European impact. This course examines various migration theories, linguistic evidence used to track these incredible journeys, shamanism as the source of their ideologies, the diffusion of ideas and technologies, and the current state of the indigenous populations who must find a way to function within a dominant society.

PHILOSOPHY 1021 -001 #12121 (MP or MS)
Choice and Chance
TR 2:00-3:15 Rohloff, W. Villa 155

**Choice and Chance:** This course provides an introduction to inductive logic and the theory of probability in an organized and systematic way, so as to give students tools for more effective decision-making. We will introduce the probability calculus, basic concepts of utility theory, decision theory and different approaches to understanding probability. This course is designed to be accessible to students of all levels. This course can fulfill the campus math proficiency requirement.

**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.**

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Through discussion, reading and assignments in this class, Trek Jurassic Park a recurrent image of scientists? How did Cold War fears affect our understanding of their historical, political and cultural context. By the end of the course, we will gain a deeper understanding of many stories by Isaac Asimov and Philip K. Dick, Ridley Scott's Blade Runner, H.G. Well's War of the Worlds (1953), stories by Isaac Asimov and Philip K. Dick, Ridley Scott's Blade Runner (1982), and Wachowski brothers' The Matrix (1999). By the end of the course, we will gain a deeper understanding of their historical, political and cultural context. How do the arts reflect our fears and hopes for science? Is there a recurrent image of scientists? How did Cold War fears translate into science fiction? How did Jurassic Park affect our fears of biotechnology? If space was the final frontier in Star Trek, what is it now? Can Inception provide us with a clue?

This interesting and interactive class is very useful and suitable for all majors. While this course is not cross listed, it will count as Public Speaking for Honors students.

HONORS 2010 -003 #11385  (H)
Inquiries in the Humanities
MF 12:30-1:45 Gerth, D. C309

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 -004 #15075  (H)
Inquiries in the Humanities
MW 9:30-10:45 Lakshmanan, S. C209

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

HONORS 2010 -E01 #11389  (H or CP)
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 #11390  (H, WC)
Inquiries in the Fine and Performing Arts
F 2:00-4:40 Friedline, G. C209

Bellerive Workshop: This exciting course is open to students, sophomores to seniors, 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.

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

HONORS 2030 -001 #11392  (SS)
Inquiries in the Social and Behavioral Sciences
TR 11:00-12:15 Votaw, K. LeGras

The Science of Psychology: What Future Healthcare Professionals and Natural Scientists Need to Know About Human Behavior: Since its inception in the 1870’s, the field
of psychology has been fighting to establish its place in the natural sciences. Psychological constructs are often oversimplified by the public and have commonly been referred to as untestable, unmeasurable, or even worse, pseudoscientific. However, contemporary psychologists consider themselves to be among the best when it comes to making evidence-based conclusions and combining biological perspectives with nuanced social and innate influences to explain and predict human behavior. This course will explore the viewpoints that outside communities sometimes take when evaluating psychological research and will give psychologists a chance to defend their work through empirical methodology. Topics may include biological and psychological perspectives and applications for sensation and perception, cognition, learning, motivations, group behaviors, prejudice, psychological disorders, and more. This course is not a direct substitution for an Introduction to Psychology course, Psychological Research Methods or Statistics courses, or an MCAT Preparation course, but elements of each of these classes will be found in this integrative and critical review of psychology as a science.

HONORS 2030 -002 #11358 (SS)
Inquiries in the Social and Behavioral Sciences
TR 3:30-4:45 Votaw, K. Seton

Honors Social Psychology: Why do people conform to a group? Does racism still exist? What predicts success in a romantic relationship? These are just some of the questions asked by social psychologists. This class will examine and emphasize the empirical research behind how people commonly 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” through the creation of an evidence-based action plan to make the world a better place! While this course is not cross listed, it will count for Social Psychology for Honors students.

HONORS 2030 -003 #11359 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Votaw, K. Seton

Honors Psychology: What are the most effective methods to study for a test? What are the meanings of dreams? How do illusions work? These are just a few of the questions that have been asked by psychologists since the birth of the field as an area of scientific research in the 1870’s. This course will survey the basic concepts, theories, and pivotal findings over the past 100 years in the science of Psychology, with special emphasis on contemporary concepts and findings that focus on the relation of the brain to normal and pathological behaviors. Psychology has long evolved past the psychoanalytic influence to include biological, social, learning, motivational, and developmental perspectives, to name a few. Contemporary psychologists go beyond philosophical or anecdotal speculation and rely on empirical evidence to inform their conclusions. Similarly, students should expect to push beyond pre-existing schemas and misconceptions of the field of psychology and prepare to understand contemporary quantitative research methods as they are used to predict and test human behavior. While this course is not cross-listed, it will count as General Psychology for Honors students.

HONORS 2030 -E01 #15139 (CP)
Inquiries in the Social and Behavioral Sciences
R 5:30-8:10 Petty, C. C209

Honors Communication in the Organization: This course familiarizes students with the theoretical approaches to the study of communication within organizations. Students examine the structure and processes that occur within organizations, develop a greater understanding of communication in the workplace and how it enhances an organization's effectiveness at all levels. Students will have group communication experiences using technology and face-to-face, and understand how leadership plays an important role in effective communication both internally and externally which can be crucial to an organizations success. Also, students will be given opportunities to express their ideas and communication strategies in creative ways and to develop leadership communication skills with group and individual projects. This innovative course, new to the Honors College this semester, is ideal for all majors. (Same as Communication 2231)

HONORS 2050 -001 #11456 (NS)
Inquiries in the Natural Sciences
MW 4:00-5:15 Bleile, J. C209

Science and Math in the News: Have you ever read a news report about a new breakthrough in science or medicine and wondered how accurate it is? Have you wondered how it can be that there are statistics that seemingly prove opposite points of view? Are you confused by stories claiming that baby powder causes ovarian cancer or that eating red meat causes global warming? New stories that report data and scientific developments are commonplace, but they often bear little resemblance to their scientific or mathematical origins. In this course, we will read science as reported in the news and examine so-called quantitative evidence and compare that information with the original studies and journal articles that the stories and data are based on. By looking at the published articles behind the media reports, students will gain an understanding of how the media distorts and simplifies mathematical and scientific information as well as quantitative data. We will discuss how exposure to science and math in the news can create misconceptions and how those misconceptions influence what the public thinks about science and math. We will also examine how misunderstanding science, technology, mathematics, and data validity can influence politics and public policy.
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 streambed 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/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: 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 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.

History of Sex and Sexuality in Non-Western Cultures: While the West is often seen as having “modern” ideas about sex – such as viewing sex as increasingly separated from reproduction – controversies around issues such as birth control and abortion suggest that the issues are far from settled. This is also very true outside of the Western world, where economic, political, and technological change (as well as influences brought of Western contact and globalization) has caused conflicts and redefinitions of sex and sexuality in China, Japan, Korea, and other Asian nations. Additionally, the definition of “modern” sexuality is built on a very different foundation, characterized by different attitudes toward individuality and privacy and different religious landscapes.

In this class we will look at what it means to be “modern” regarding sex in East Asia, focusing in China, Japan, and Korea after World War I. Readings will address questions of Western influence, changing gender roles, and changing economic and political regimes as well as addressing the different role religion plays in defining sexual morality in East Asia. Some topics covered will include prostitution, homosexuality, privacy, fertility and reproductive rights, and extramarital sex. (Same as Gender Studies 2150)
sexual romance and marriage, family dynamics (parenting and kin relations), community, aliens, civilization, and the life of the mind. These categories correspond to a theoretical system based on “human life history theory,” a biologically grounded social psychology. In company with each of stories, we shall read corresponding essays in biologically grounded social psychology and also literary theory. The play, Hamlet, will be included in the family dynamics. Along with reading Hamlet, we'll watch a video version of the movie and compare the two. (Same as English 4080)

HONORS 3010 -002 #11366
Advanced Honors Seminar in the Humanities
MW 11:00-12:15         Nigro, K.    LeGras

Gender, Power and the Environment:  We will survey and evaluate nature writing by women in America from various cultural perspectives and from various academic disciplines. We will examine how women’s observations about nature create, reflect, and/or support cultural and social attitudes toward the environment. Through the practice of feminist pedagogy and the theory of ecofeminism, the focus will be on the diversity created by individual convictions and how those convictions might be integrated in a nonviolent and productive way. (Same as English 4930, Gender Studies 4920, Sociology 4380)

HONORS 3010 -003 #11399
Advanced Honors Seminar in the Humanities
T 2:00-4:40              Delston, 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 3030 -001 #11367
Advanced Honors Seminar: Social & Behavioral Sci.
TR 12:30-1:45            Wilson, R.    LeGras

Where We Live: An Historic Study of Neighborhoods:
Where one lives is a commonly asked question throughout the St. Louis area. Whether you have lived most of your life in the area or are just on campus for the semester, most of us search for a proper response. There are 91 municipalities in the area that all call St. Louis home and this multidisciplinary course is an opportunity to examine the St. Louis community and its historic resources in order to uncover its past. We will look at the relationship between the built environments over time and discuss how the community has an impact over our daily lives. We will discuss urban elements of race, economics, class, politics, crime, and spatial geography to see how these elements apply to the St. Louis area. In this service learning course, students will work and visit with one of three communities to research an area which will conclude with an activity or final presentation that addresses a community-identified need. (Same as History 4142)

HONORS 3030 -002 #11368 GA
Advanced Honors Seminar: Social & Behavioral Sci.
MW 11:00-12:15          Hudson, R.   C209

The Global Challenge of Failed States:  This course on the widespread problem in the international system of state failure will take an in-depth look at the causes and consequences when a state can no longer control its borders and the conflicts within. The economy may be in sharp decline, unemployment high, and inflation rampant. Students will learn how to evaluate states as to their condition of failure by studying such examples as Somalia, Venezuela, Afghanistan, Zimbabwe and others. Neighboring states may be required to act to shore up a failing state, and non-governmental organizations (NGOs) often step in to provide essential services, as has happened in Haiti after a severe earthquake and, more recently, Hurricane Matthew. Students will write several papers exploring various aspects of state failure.

HONORS 3030 -003 #11391
Advanced Honors Seminar: Social & Behavioral Sci.
TR 11:00-12:15           Schiessl, C.  Seton

Nazi Germany and the Holocaust in American Memory:
This course provides a systematic introduction not to the history of Nazi Germany and the Holocaust as such, but these events’ perception and discussion surrounding them in the United States from the beginning of World War II to the current day. This class will therefore delve into the striking evolution of Holocaust consciousness in the United States since the end of World War II. The class will try to elucidate how Americans have tried to understand this inexplicable disaster, and how they came to use the Holocaust as a way to gain meaning for their own past. As such we will delve into questions such as: When was the term “Holocaust” used for the first time and why did it eventually become the dominant one in the western world? What role have trials, such as the Nuremberg trial(s) immediately after the war, the Eichmann trial in Israel in the early 1960s, and the case of John Demjanjuk and David Irving in the 1980s and beyond, played in the formation of an American understanding of the Nazi era and the Holocaust?
How did Hollywood movies and popular TV shows, ranging from *The Great Dictator*, *Hogan Heroes*, to *Schindler’s List*, reflect the way Americans understood this topic? In what ways have Americans commemorated and memorialized the time period and its crimes? We will look at these issues by reading and discussing fictional and non-fictional sources, and by watching pertinent movies and episodes of TV shows. Extensive previous knowledge of the history of Nazi Germany and the Holocaust is not necessary.  
(Same as History 3000)

**HONORS 3030 -004 #11394**  
Advanced Honors Seminar: Social & Behavioral Sci.  
**M 12:30-3:10**  
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 provide an excellent way to gain the perspective of another discipline on human health and medical issues.  
(Same as Anthropology 3212, Gerontology 3212)

**HONORS 3030 -005 #11395 GA**  
Advanced Honors Seminar: Social & Behavioral Sci.  
**W 2:00-4:40**  
Segal, U.  
LeGras

**Globalization and the Cross-Cultural Experience:** 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 3030 -006 #12983**  
Advanced Honors Seminar: Social & Behavioral Sci.  
**R 4:00-6:40**  
Porterfield, S.  
Bellerive 101

**Aging, Chronic Illness and Disability:** This course will examine the consequences of chronic illness and disability in aging for individual well-being, social roles, family dynamics, and the functioning of society. Chronic illness and disability are presented as medical concerns that have psychosocial and functional impacts for both individuals with these conditions and their caregivers. These impacts are shaped by the changing age structure of society. This course also reviews typologies of chronic illness and relevant state and federal policies intended to support both adults with chronic illness and disability and caregivers. Although the main focus of the course is on aging in the US, population aging is a worldwide phenomenon and global comparisons will be included.  
(Same as Gerontology 4445, Sociology 4380)

**HONORS 3030 -008 #15157**  
Advanced Honors Seminar: Social & Behavioral Sci.  
**WF 12:30-1:45**  
Brownell, S.  
C209

**Food, Health, and Exercise in Global Perspective:** This course examines practices related to food, health, and exercise through history and across cultures. It includes an examination of how various medical traditions view these topics, including the Western medical system going back to the ancient Greeks, Mesoamerican system going back to the Maya and Aztec, and traditional Chinese and Indian Ayurvedic/yoga medical systems. We will cover the history of nutritional and exercise science, as well as the culture of contemporary practices and their social context.  
(Same as Anthropology 3291)

**HONORS 3100 -001 #11369**  
Honors Advanced Composition: Jr. Level Writing Req.  
**MW 9:30-10:45**  
Allen, Kelli.  
C307

**HONORS 3100 -002 #12131**  
Honors Advanced Composition: Jr. Level Writing Req.  
**TR 11:00-12:15**  
Oman, Kelly.  
C309

**HONORS 3100 -003 #15078**  
Honors Advanced Composition: Jr. Level Writing Req.  
**TR 3:30-4:45**  
Oman, Kelly.  
C309

All transfer Honors students are required to take the university’s junior level writing course in Honors, unless their major requires a specific junior-level writing class. Other Honors students are encouraged to take an Honors junior composition class as to fulfill a seminar requirement.

**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.
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 junior level composition requirement, subject to the approval of the student's major department.

Faith and Reason in Medieval Islam: Ibn Sinā (980-1037), or Avicenna in the Latin west, and al-Ghazālī (1058-1111) are two of the brightest luminaries in the Islamic intellectual world, both past or present. Both figures in their own ways attempted to reconcile their religious faith with the best science and philosophy of their day: Ibn Sinā by arguing how philosophy is a rational articulation of Islam’s fundamental belief in God’s unity, and al-Ghazālī by applying the canons of philosophy itself to philosophical arguments criticizing the apparent claims of the Koran. The course will examine a number of topics treated by both figures at what might be considered the common borders of philosophy, science and religion. Such issues will include, but are not limited to, the origins of the cosmos, the nature of the human psyche and what (if anything) can be known about God. At the end of the course, the students should take with them an appreciation of the thought of two of the leading thinkers in the Islamic intellectual tradition as well as a deeper appreciation of certain issues central to philosophy of religion and philosophy of science.
INDEPENDENT STUDY SECTIONS

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

INDEPENDENT STUDY

HONORS 4900 -001 #11373
Independent Study in Honors
ARR Baldus, K.

HONORS 4900 -002 #11374
Independent Study in Honors
ARR Friedline, G.

HONORS 4900 -003 #11375
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -004 #11376
Independent Study in Honors
ARR Gleason, N.

HONORS 4900 -005 #11377
Independent Study in Honors
ARR Schiessl, C.

HONORS 4900 -006 #11378
Independent Study in Honors
ARR Torrusio, A.

HONORS 4900 -007 #11380
Independent Study in Honors
ARR Votaw, K.

HONORS 4900 -008 #11400
Independent Study in Honors
F 2:00-4:40 Friedline, G. ARR (Bellerive only)

HONORS 4900 -009 #11451
Independent Study in Honors
F 8:30-11:10 Gerth, D. C211 (Brain Stew only, publication meetings Aug 11, Sept 1, Sept 15, Oct 6, Oct 27, Nov 10, Dec 1)

HONORS 4900 -010 #15232
Independent Study in Honors
F 11:00-12:00 Gerth, D. C211 (Provenance only, publication meetings Sept 1, Sept 22, Oct 20, Nov 17, Dec 1)

INTERNSHIPS

HONORS 4910 -001 #11384
Independent Study: Internships
ARR Friedline, G.

HONORS 4910 -002 #11386
Independent Study: Internships
ARR Gleason, N.