
PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Fall 2008 Courses

AHG=fulfills American History & Government requirement; CD=fulfills Cultural Diversity requirement; H=fulfills Humanities requirement; MS=fulfills Math/Science requirement; NS=fulfills Natural Science requirement; SS=fulfills Social Science requirement; WC=fulfills Writing Certificate

HONORS 1100 -001 #12194

Freshman Composition

MW 9:30-10:45 Clark, H. C209

HONORS 1100 -002 #12195

Freshman Composition

MW 12:30-1:45 Clark, H. C307

HONORS 1100 -003 #12196

Freshman Composition

TR 11:00-12:15 Kelly, M. C209

HONORS 1100 -004 #12197

Freshman Composition

TR 12:30-1:45 Hinton, C. Seton

Freshman Composition: This course, the first in the Honors College writing sequence, is required and should be taken during freshman year. Through formal and informal writing assignments, discussion, instruction, and research, students will improve their critical reading, thinking, and writing skills, and their research techniques. The course is designed to help students meet the rigorous challenges of college writing across the disciplines by emphasizing intellectual inquiry, logic, style, correct and concise expression, and formal research and documentation. Students will write 4 to 5 formal papers, and informal reading and writing assignments will be required.

HONORS 1110 -002 #12199 (H)

Western Traditions: Humanities

TR 3:30-4:45 Gerth, D. Seton

Against the Grain: Counter-Cultural Traditions in Western Civilization: Are you sick of *The Man* always keeping you down? Do you feel oppressed by *bourgeois* values? Is your only regret about your multiplicity of tattoos and piercings the fact that now *everybody* seems to have tattoos and piercings? Congratulations on being part of an age old community! As long as there have been cultural traditions, there have been counter-culture traditions that resist the dominant ideologies. This course will explore the literature, philosophy, theology, and theory of against the grain thinkers and movements in Western history. Readings will include Chuck Palahniuk's *Fight Club*, Hunter S. Thompson's *Fear and Loathing in Las Vegas*, Marx and Engel's *Communist Manifesto*, as well as smaller selections from the Marquis De Sade, the Black Panthers, and other assorted criminals, satanists, hippies, and cross-dressers.

HONORS 1110 -003 #14549 (H)

Western Traditions: Humanities

MW 11:00-12:15 Baldus, K. C307

Reading Short Stories: What makes a short story distinctively different from a novel? Well, length is (of course!) the first thing we notice, but do short stories connect with readers in fundamentally different ways? Our seminar will explore a selected history of short stories to develop our own answers to these questions. We'll read early works that helped define the genre, including stories by authors like Edgar Allan Poe and Nathaniel Hawthorne. The course will also explore later experiments with the short story such as psychological tales, pared down "minimalist" writing, and the super-short stories known as "flash fiction."

Our readings of these short stories will be complemented by insights from authors and literary critics. From almost the beginning of the short story, writers have attempted to define what makes the genre unique. Poe, for example, insisted a story should create only a "single effect." Later authors have argued that short stories best capture the chaotic and fragmented nature of modern life. These stories show readers the fleeting moments of everyday life--what author Nadine Gordimer has described as "see[ing] by the light of the flash." We'll weigh in together on the insights that we think best make sense of the short story genre and its popularity.

As students work throughout the semester to develop their analytical and critical reading skills, they will prepare three short essays, a brief class presentation, and several informal response papers based on the stories.

HONORS 1200 -001 #12201 (H)

Freshman Symposium: Cultural Traditions I

MW 9:30-10:45 Noll, B. Seton

This freshman course will introduce students to a liberal arts approach to education while surveying Western and non-Western cultures from their ancient beginnings to the seventeenth century. It introduces the intellectual traditions of these cultures through major works of literature, religion, philosophy and history. As we examine specific works in their cultural contexts, we will compare and contrast Western and Non-Western attitudes towards such issues as the concept of reality, the afterlife, the interplay of reason and emotion, and ideas of nature and civilization. Our readings will include works from Europe, the Near East, China, India, and Japan--works that continue to shape our society today. In surveying these influential texts, students will develop crucial academic knowledge and skills as they identify and analyze connections in studies across the disciplines.

HONORS 1200 -002 #12202 (H)
Freshman Symposium: Cultural Traditions I
MW 2:00-3:15 Baldus, K. Seton
(See Section 001 for course description)

HONORS 1200 -003 #12203 (H)
Freshman Symposium: Cultural Traditions I
MW 12:30-1:45 Noll, B. Seton
(See Section 001 for course description)

HONORS 1200 -005 #12205 (H)
Freshman Symposium: Cultural Traditions I
TR 2:00-3:15 Gerth, D. Seton
(See Section 001 for course description)

HONORS 1200 -006 #14550 (H)
Freshman Symposium: Cultural Traditions I
MW 11:00-12:15 Kelly, M. Seton
(See Section 001 for course description)

HONORS 1230 -001 #12206 (SS, AHG)
American Traditions: Social & Behavior Sciences
TR 9:30-10:45 Wilson, R. LeGras

The American Experience: Is America the Land of Liberty? 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 #12207 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 11:00-12:15 Hankinson, C. C307

Why Americans Hate Politics: On average, voter turnout on a presidential election is approximately 52%. Only 47% of Americans say they trust the federal government to do what “is right” all of the time or nearly all of the time. These statistics illustrate the increasing levels of dissatisfaction and disengagement of the American people. Why is it that Americans seem to hate politics and why does that matter?

This course will address these two questions, as well as other important questions. Topics will include, but not limited to: the media, presidential campaigns, political parties, public

opinion and foundations of our democracy. As a result of this class, students will be able to understand the American government and their important roles in that system.

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

HONORS 1230 -003 #12208 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 2:00-3:15 Hankinson, C. C309

Why Americans Hate Politics:
(See Section 002 for course description)

HONORS 1310 -001 #12209 (H, CD)
Non-Western Traditions: Humanities
TR 12:30-1:45 Walterscheid, K. LeGras

Silk Road: In the ancient and early modern world, the Silk Road was a myriad of trade routes linking China and Japan to the Mediterranean World. The peoples along the way not only traded luxury goods such as silk and amber, but also ideas, art, religions, foods, and musical traditions. To Westerners, the term silk road conjures up visions of Marco Polo and exotic feasts. But what was it like for the traders in the caravans or the people living on the Silk Road in Samarkand, Chang-an, or Bukhara? We will read about those who actually traveled the Silk Road, such as Ibn Battuta and Xuanzang, and about some who plundered cities along the route, such as Genghis Khan. We will focus on stories and poems they might have heard in the bazaar, around the campfire, or while riding in the caravan, such as those from the *Journey to the West/Monkey* (China), the *Mahabharata* (India), the *Shahnameh* (Persia), and the *Arabian Nights*. Assignments will include journals, short formal papers, and a presentation.

HONORS 1330 -001 #12210 (SS, CD)
Non-Western Traditions: Social & Behavioral Sciences
TR 11:00-12:15 Hart, D. LeGras

Introduction to Infancy, Childhood, and Adolescence in Non-Western Cultures: The focus of this seminar is a cross-cultural look at infancy, childhood, and adolescence in non-Western societies. Parent-child relationships in Brazilian slums, Inuit villages, warrior tribes of East Africa, families of Japanese “salarymen,” Hindus of high and low castes, and hunter-gatherer bands from Botswana to Australia will be studied. Discussion topics will include: The economic value of a child at different stages of his/her life, gender differences in child rearing, initiation ceremonies, and practices foreign to many Westerners (e.g., 24-hour physical contact between mother and newborn, infant nurturing primarily by fathers, infanticide through neglect, child nursemaids, arranged marriages for teenagers and children, and many other traditions). Students will be expected to participate in class activities and discussions; in addition short essay tests and a research paper will be required. Films will supplement assigned readings.

HONORS 1330 -002 #12211 (SS, CD)
Non-Western Traditions: Social & Behavior Sciences
MW 12:30-1:45 Bazzetta, J. LeGras

Introduction to East Asian Culture: An ethnographic and historical survey of modern East Asia, with an emphasis on Japan, Mainland China, and South Korea. This course will examine a wide range of topics including family structure, gender relations, cultural similarities and differences, pop culture, recent history and economic development. A variety of films will be shown in class to further your understanding of the subjects explored. The class will be conducted in a lecture/discussion format. All readings will be in English and all films will be subtitled. No prior knowledge of Japanese language or Asian culture is required.

HONORS 2010 -001 #12212 (H)
Inquiries in the Humanities
MW 11:00-12:15 Richeson, C. Seton 19

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

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

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

HONORS 2010 -002 #12213 (H)
Inquiries in the Humanities
W 5:00-7:30 Wolfe, K. LeGras

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 2010 -003 #12214 (H)
Inquiries in the Humanities
R 2:00-4:30 Horn, K. C211

Viewing Difference Through the Lens of Movies: What can "The Sound of Music," "Indiana Jones and the Last Crusade" and "EuroTrip" teach us (other than that Maria likes raindrops on roses, that the holy grail was made out of wood, and that "FLÜGGÄÑNKÆČHICEBØLJËN" is really difficult to pronounce)? They all can teach us about how other cultures are portrayed in movies. This course investigates how such and other movies depict difference (cultural, national, ethnic, class, etc.) and explores the medium of film as a form of cultural expression. What kind of attitudes do the films reveal about the contexts in which they were made? To what extent do they reflect national and global trends and events? How is the way we view others influenced by the way we see ourselves (and vice versa)? To examine these questions, we will focus on German cinema, including depictions of the United States and Americans in German movies, as well as on the portrayal of Germans in American film. The seminar-style format and the assignments for this class are designed to allow for maximum discussion and reflection. No prior knowledge of German is required. All readings are in English and all German-language films are subtitled.

(Same As German 3211)

HONORS 2020 -001 #12216 (H, WC)
Inquiries in the Fine and Performing Arts
TR 9:30-10:45 Kelly, M. C209

Writing Short Fiction (Creative Writing): "I find that most people know what a story is until they sit down to write one." Flannery O'Connor once said that. Do **you** know what a story is? Would you like to find out? OR do you already know but would like to develop your fiction-writing skills? If so, Honors 2020, an introduction to the writing of short fiction is for you. In addition to writing short stories, which will be critiqued in the classroom workshop, you can also expect to read the best of what contemporary writers have to offer, writers you may have never heard of. You will be required to write at least two short stories (written within the course) and submit to a literary magazine of your choice. This course will give you an opportunity to write various types of short stories, including Science Fiction, Magical Realism, and other styles of fiction.

HONORS 2030 -001 #12218 (SS)
Inquiries in the Social and Behavioral Sciences
M 2:30-5:00 Siciliani, J. Research Bldg. 121

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

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

HONORS 2030 -002 #12219 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, R. C309

The Disease of Fear and the Fear of Disease: Epidemic Diseases in Western Civilization: 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, small pox 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, small pox, influenza, AIDS and SARS. With the possibility of new epidemic diseases on the horizon, the disease of fear has remains strong. This class will be of interest to all majors, particularly those in the sciences, nursing, and history.
(Same As History 2000)

HONORS 2030 -003 #12220 (SS)
Inquiries in the Social and Behavioral Sciences
MW 11:00-12:15 Silva, E. SSB 201

Political Systems of South America: This course will provide an introduction to the study of the political systems of South American. It will include an examination of the cultural

context that has shaped the political, economic, and social development of states in the region.
(Same As Political Science 2530)

HONORS 2030 -004 #12221 (SS)
Inquiries in the Social and Behavioral Sciences
M 3:00-5:30 Wilson, J. NB6

The Legacy of Forest Park: “Forest Park shows how the people of St. Louis, in one of their most optimistic moods, would like to see themselves.”

This course will investigate the role of public parks and open space in urban society, with special emphasis on Forest Park in St. Louis. Participants will be introduced to the history of St. Louis parks, the background of Forest Park and the Forest Park Master Plan. Forest Park Forever, and the unique private-public partnership which has helped to implement the master plan, will be discussed.

Students will be offered the unique opportunity to meet managers of the Park and representatives of the cultural institutions (zoo, art museum, history museum, etc.) within the Park to learn about their roles and philosophies. We will come to know the Park in ways that most people never will; the special places, the moods, the community connections. We will undertake a service project within the park thereby leaving our own mark on the landscape. We will investigate one section or aspect of the park in detail, prepare a research paper on the results and present the results to the class.

This course would be especially appropriate for those drawn to community development, public policy, urban studies, non-profit management, education, youth development, recreation and related areas.

****This course will meet on campus for the first meeting. After that, THIS COURSE WILL MEET AT FOREST PARK, UNLESS OTHERWISE NOTIFIED BY THE INSTRUCTOR. TRAVEL ARRANGEMENTS ARE THE RESPONSIBILITY OF THE STUDENT.****

HONORS 2030 -005 #12222 (SS)
Inquiries in the Social and Behavioral Sciences
M 2:00-4:30 Hankinson, C. LeGras

Citizen Participation: Keystone to Democracy: At the core of this course lie several important questions: To what extent are Americans – and more specifically young people - politically engaged? What factors influence people to be politically active? Are some forms of participation more effective than others? What role do political elites play in encouraging or suppressing citizen participation? How does the political participation of American citizens compare with that of citizens of other advanced democracies?

Since “active” citizenship is essential in fulfilling the democratic promise, we will explore the many different ways in which citizens try to connect with government. This course is intended to be as practical as possible. Using case studies, we will examine the goals and methods of citizen groups seeking government action and evaluate their efficacy. Our focus will not be limited to traditional forms of participation, but will also encompass nontraditional activities aimed at disrupting the status quo.

The question of citizen participation cannot be confined to the practical, however. As a result, we will spend some time exploring various arguments for and against active citizenship and participatory democracy, as well as its history in the United States.

This course will also provide a wonderful backdrop for you to fulfill some of your Honors internship/independent study requirement. Since the election season will be in full swing, students are encouraged to apply their knowledge in a practical setting. Interested students may also register for Honors 4910.002 – with the approval of the instructor - to take advantage of the many internship opportunities with candidate, party, issue advocacy, or other citizen based campaign organizations. You DO NOT have to register for the internship prior to the start of classes.

(Same As Political Science 3390)

HONORS 2030 -006 #14737 (SS)
Inquiries in the Social and Behavioral Sciences
TR 9:30-10:45 Uhlmann, A. Seton

Cognition Across Cultures: This is a course about the mind. It is also a course that will blow your mind. Is the world as we know it really the world as it is? Is our commonsense really common and really sensible? Different people experience the world differently. This course focuses on the mind, and how people know, think and experience. We will seek to explore how our social experiences structure our cultural perception and experience of the world, and how the lived world – as a social phenomenon – differs across societies and cultures.

This course engages with the most profound hold that ‘culture’ has on people in actually structuring the very world as it appears to the sentient human. The course will explore some traditional interests anthropologists have had in cognition, and draw on contemporary advances in the study of cognition.
(Same As Anthropology 3291)

HONORS 2050 -001 #12223 (NS)
Inquiries in the Natural Sciences
MW 2:00-3:15 Bourne, C. C309

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

discussions, we will explore both the science of evolution and the social and historical context of the Evolution Revolution. How did we evolve from fish anyway? Though not required, a background in general biology may be useful for this course.

HONORS 2050 -002 #12224 (NS)
Inquiries in the Natural Sciences
R 2:00-4:30 Hart, D. LeGras

The Evolution of our Human Ancestors: “Where did we come from?” and “what were the first humans like?” are questions that have been asked since Darwin first proposed the theory of evolution by natural selection. One commonly-accepted answer to these questions is that our early ancestors were killers of other species and of their own kind, prone to violence and even cannibalism. In fact, Man the Hunter is the prototype of early humans that permeates literature, the media, and most scientific writings. But is there any evidence to support the idea that a smallish, upright being with no claws and relatively tiny teeth, with no tools or weapons for millions of years, could have been a deadly creature? Is it a feasible theory that a spirit of cooperation and a desire for social harmony were totally absent from our ancestors? This seminar will look at the human family fossil record and at the behavior and ecology of our closest primate relatives to find the elusive trail of our human genealogy. Discussions based on assigned readings, as well as films, laboratory exercises, and field trips will be a part of the seminar. We will occasionally join with a coordinated seminar from the Department of Anthropology, Washington University given by Dr. Robert Sussman. A research project and paper will be required.
(Same As Anthropology 3291)

HONORS 2050 -003 #12225 (NS)
Inquiries in the Natural Sciences
MW 11:00-12:15 Bourne, C. LeGras

Solving Contemporary Problems in Biology: Students take responsibility for their own active learning individually and in teams with guidance from the instructor. The instructor acts as a facilitator rather than as a lecturer. Students have several weeks for each of several assigned problems. Each problem is a real life situation to be explored and is presented as a puzzle to be solved or a decision to be made. Students ask their own questions, identify their own goals and objectives and divide up tasks among the class members and report the findings in class. Multifaceted, interdisciplinary problems will involve topics such as human impact on rainforests and oceans, infectious diseases, reproductive genetic technology and others. These topics may involve investigation in biology, ecology, microbiology, chemistry, geology, economics, politics and ethics and more! Students will learn how to find, read and evaluate valid information found in primary sources and refereed scientific journal articles. Grading is based on class participation, discussion and presentations, end of problem summaries, and an individual 10-page paper on a final problem.

HONORS 2070 -001 #12227**Inquiries in Education****R 1:00-3:30****Hensley, T.****C209**

Introduction to American Schools: While meeting the requirements of the 2211 course in the College of Education, 2211 in the Honors College places a greater emphasis on the historical development of American schools and the impact that schools and society have upon each other. A variety of teaching/learning methods will be employed with reflective practices being featured. 2211 is one of three introductory, prerequisite courses to the Teacher Education Program, but the course also may be of value to students considering careers in other professions.

(Same as TCH ED 2211, HIST 2000)**HONORS 2080 -001 #12228****Inquiries in Nursing****W 2:00-4:30****Nelson, J.****Seton 19**

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 life style, 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 2310 -001 #12229 (H, CD)**Inquiries in the Humanities: Cultural Diversity****T 2:00-4:30****Eckelkamp, E.****LeGras**

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

Students will be graded on weekly writing, participation in discussion, a midterm paper and final paper on *Genji* related topic of student’s choice.

(Same As Japanese 2150 and Anthropology 2191)**HONORS 2310 -002 #12230 (H, CD)****Inquiries in the Humanities: Cultural Diversity****TR 9:30-10:45****Walterscheid, K.****C307**

Asian Cinema: Asian cinema enjoys enormous worldwide popularity. Its importance is apparent in the list of awards at film festivals, cinema schedules, and DVD rentals and sales.

Asian films have greatly influenced American film, from Bollywood-inspired commercials and anime-influenced cartoons to the regularly reincarnated monster Godzilla (a far cry from the original Gojira) and the martial-arts action in films like the *Matrix*. This course explores a variety of Asian genres--art cinema, martial arts films, melodramas, model operas, animation---in films from Japan, China, Hong Kong, and India. We will consider the films as art, images of cultures and national identities, political statements, economic instruments, sources of cultural icons, and products of regional film industries. Readings include theoretical essays about film, background readings on Asian cultures, and fictional works that suggest the influence and pervasiveness of film in the culture. Films considered include *Gojira*, *Rashomon*, *Hum Saath Saath Hain*, *Mother India*, *Once Upon a Time in China*, and *Red Sorghum*. Assignments will include journals, formal papers, and a presentation. Students will be expected to view some films outside of class time. This course fulfills the cultural diversity requirement.

HONORS 3010 -001 #12233**Advanced Honors Seminar in the Humanities****M 9:30-12:00****Carroll, J.****C307**

The 19th Century English Novel with Film: We shall consider the novels both in their own right and as a basis for the films. And we shall assess the films both as independent works of art and as interpretations of the novels. We shall examine the ways in which cinematic condensation and transportation tacitly reflect interpretive decisions, and we compare the stylistic and tonal devices available to novels and films. We shall consider the differences between the inherent properties of the two media--for instance, the reflective and analytic capacities of prose, and the sensuous immediacy of film—and we shall ask how these differences channel the kinds of meaning available for these specific representations. We shall use concepts from contemporary critical theory to discuss the psychological, social, biological, and historical aspects of the works, and we shall assess critical commentaries on the works. All students will give brief reports designed to stimulate class discussion. Course grade will be based on a midterm, a final, and a short paper.
****THIS COURSE FULFILLS AN UPPER-LEVEL ENGLISH REQUIREMENT FOR ENGLISH MAJORS.****
(Same As English 4540)

HONORS 3010 -002 #12234**Advanced Honors Seminar in the Humanities****T 1:00-3:30****Fuss, P.****C307**

Dante’s Inferno: Meet some memorable people and ponder their fate: the lovers Paolo and Francesca, Vanni Fucci who curses God, the obsessive adventurer Ulysses, a schismatic slit open from his guggle to his zatch, two partners in compounded crime who gnaw eternally on each other’s brains, and a host of other fascinating characters. (The learned professions tend to fare ill.) Reflect on a form of justice that is severe, unerringly to the point, and in all instances self-inflicted. Dante works hard to reintegrate classical antiquity with a Christian world of which he is sharply critical. His language, modern Italian, although heavily in debt to Latin, is in

considerable part his own invention; its beauty lies as much in its conceptual lucidity as in its full-bodied sensuality.

One text will do: Sinclair's bilingual edition of the *Inferno* (Oxford University Press). Three substantial papers will be the main base for your grade, which focused remarks in class and a well designed oral presentation can boost.

HONORS 3010 -003 #12235

Advanced Honors Seminar in the Humanities

F 9:30-12:00 Griesedieck, D. LeGras

International Business Ethics: The course will deal with moral issues that are raised by the increasing globalization of business. Apart from the general issue of whether this globalization is itself a good thing, we will discuss such issues as: child labor, working conditions, safety standards, environmental policies, bribery and other "corrupt" practices, respect for intellectual property, etc. Frequent short papers will be assigned.

HONORS 3010 -004 #12236

Advanced Honors Seminar in the Humanities

M 1:00-3:30 Munson, R. 564 Lucas Hall

Medicine, Values & 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, and people from another culture).

The content of this course isn't necessarily fixed, and we are free to pursue topics of most interest to the class. Students should be prepared for discussions and presentations on many interesting, yet sensitive, ethical issues. Full participation in this thought-provoking seminar is required.

(Same as Philosophy 2258)

HONORS 3010 -005 #12237

Advanced Honors Seminar in the Humanities

MW 2:00-3:15 Nigro, K. C211

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

the media, midterm and final research papers, and lead a Discussion Board analysis of a critical article.

(Same As WGS 3350 and English 3800)

HONORS 3010 -006 #12238

Advanced Honors Seminar in the Humanities

W 2:30-5:00 Wiland, E. LeGras

On Humor and Laughter: What is laughter? Is laughter an expression of feelings of superiority over another person? Is it a reaction to the perception of some incongruity? Is it the venting of superfluous nervous energy? What is the social value of humor? Does one need to have a good sense of humor to be a good person? Is it wrong or otherwise bad to laugh at offensive jokes? Why are some things funny and other things not funny? Is there any fact of the matter about whether some joke is funny? Why does it defeat the point of a joke to explain why it is funny? Do we deceive ourselves about the true nature of our laughter? Are there times and places where humor is inappropriate? Is laughter related to our mortality? Do animals laugh? Why did Wittgenstein say that a serious work in philosophy could consist *entirely* of jokes? There will be a great deal of required reading for this course. This will not be a lecture course, nor will the instructor be particularly funny. A significant portion of your course grade will be based upon the quality and the quantity of your contributions to classroom discussion.

(Same As Philosophy 4474)

HONORS 3010 -007 #14551

Advanced Honors Seminar in the Humanities

T 9:30-12:00 Torbert, B. Seton 19

The Linguistic Study of African American English: This course approaches the English language variety *African American English* (AAE) primarily from an academic perspective based on the last four decades of sociolinguistic research into the variety. The course will also use AAE as a case study to introduce students to Social Dialectology in general. By the end of the class, students should be able (a) to recognize and use basic linguistic terminology describing AAE, (b) to understand varying theories about the genesis of AAE, (c) to understand the rule-governed nature of AAE, especially its morphosyntax (grammar), (d) to better understand linguistic facts about AAE that is possible from following mainstream media, and (e) to understand the communicative competence and social value of AAE, and indeed, of all language varieties.

****THIS COURSE FULFILLS AN UPPER-LEVEL ENGLISH REQUIREMENT FOR ENGLISH MAJORS.****
(Same As English 4950)

HONORS 3020 -001 #12239 (WC)

Advanced Honors Seminar in the Fine & Perform. Arts

M 2:00-4:30 Nye, M. C209

First Person Narrative—Fiction: First person narration comes easier to a young writer: it establishes character, voice, tone, and style all at once, making it much easier to write fiction. Right? This class is an introduction to writing fiction, with a special emphasis on first person narration in both novels and short stories. The various types of first person narration we

will examine includes the unreliable narrator, the effaced narrator, plural narrators, interior and dramatic monologue, the epistolary form, and many others. The course emphasizes the writer's workshop, and each student will write two original first person stories over the course of the semester.

HONORS 3020 -002 #12240

Advanced Honors Seminar in the Fine & Perform. Arts
TBA Ott, L. TBA

Analysis of 20th Century Technique: (See Instructor for description)

HONORS 3020 -003 #12241

Advanced Honors Seminar in the Fine & Perform. Arts
TR 3:30-4:45 Waller, S. Lucas Hall 203

Visualizing Race in the Modern Era: Historians generally date modern notions of "race" to 1735, when the Swedish botanist Linneaus divided humanity into Africans, Asians, Europeans and Americans (which is to say indigenous peoples of the American continents.) Despite the consistent failure of subsequent biological, anthropological and genetic research to find a basis for this division, the myth of "race" has persisted. Since "racial difference" has often been associated with visual cues, such as skin color or the shape of facial features, visual culture has contributed to perpetuating and shaping notions of racial and ethnic difference. This course will examine the contributions of western visual culture to notions of "racial difference" in the eighteenth through twentieth centuries. Although we will be looking primarily at high art production--painting and sculpture--we will also examine popular visual forms, such as advertising or performance, and scientific and anthropological imagery. Among the questions to be addressed are: How was ethnic or racial difference understood prior to the eighteenth century? What are the links between standards of beauty and notions of "race"? How were slavery and slaves represented in European culture? How did notions of "the Orient" or "the Primitive" contribute to perpetuating racial hierarchies? How was "whiteness" made invisible and "universal"? This course will examine and interrogate images of peoples of all ethnic backgrounds--African, Asian, Middle-Eastern, European--in Western visual culture.
(Same As Art History 4455)

HONORS 3020 -004 #14764 (WC)

Inquiries in the Fine and Performing Arts
F 2:00-4:30 Gleason, N./Friedline, G. LeGras

Bellerive: 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 3030 -001 #12242

Advanced Honors Seminar: Social & Behavioral Sci.
R 1:00-3:30 Rochester, M. C307

The New World Order/Disorder in the Post Cold War Era: As the 21st century began, there was talk of the dawning of "a new world order" in the post-Cold War era. Just two years into the century, in the wake of the events of September 11, 2001, there is worry about "the new world disorder." What exactly is the world in the 00s and beyond likely to look like? What will be the fallout from the bombing of the World Trade Center? What will come of the Soviet Union? Communist China? The European Union? The Third World (now called the Global South)? US-Japanese relations? Nuclear proliferation? The United Nations? Globalization of the world economy?

There are at least as many disintegrative, negative trends today in contemporary world affairs as integrative, positive ones. Scholarly forecasts about the future range from the most bullish and confident to the most downbeat and skeptical. We will try in this course to speculate intelligently about the future by examining the problem of world order from both a historical and contemporary perspective.

HONORS 3030 -002 #12243

Advanced Honors Seminar: Social & Behavioral Sci.
TR 12:30-1:45 Berenyi, Z. Seton 19

Eastern Europe Since the Fall of the Soviet Union: More than a decade has passed since the collapse of communist systems in Eastern Europe. During the 17 years following the '*annus mirabilis*' of 1989 the enormous task of transforming whole economies and societies from centrally-planned dictatorships to market economy democracies has been achieved with different degrees of success in the countries of the region. Although the progress of economic and political transformation can be regarded as remarkable, the transformation of Eastern European societies and economies was by no means a process without controversies. Moreover, during the 1990 this transformation was coupled with the preparation of accession of these countries for the membership in the European Union.

How can one evaluate this remarkable transformation process? Is it clearly an economic success story? Which social groups are the winners and the losers of this transformation? During the semester we will try to answer these questions.

The objective of this course is twofold: after providing a brief introduction into the history of Eastern Europe, during the first part of the course we will overview the post-1989 political, economic and social transformations in the region.

During the second part of the course we will also examine the interaction between the countries of Eastern Europe and the European Union during the preparation for accession and the effect of the accession on the EU and its new member states.

HONORS 3070 -001 #12246
Advanced Honors Seminar in Education
W 1:00-3:30 Hensley, T. C209

Leading the Way: A Study of Theory and Personal Practice: This course moves students beyond traditional leadership theory as you in exploring processes of leadership. Students explore their own leadership practices through an inventory of instruments, discussions, and projects as they examine the role that leadership plays in personal and professional life. Regular class meetings, combined with individualized sessions, include a series of mini-workshops. While listed as an Inquiries in Education course, this leadership class is applicable to other disciplines.

HONORS 3100 -001 #12247
Honors Advanced Composition: Jr. Level Writing Req.
MW 11:00-12:15 Nye, M. C209
(See Section 004 for course description)

HONORS 3100 -002 #12248
Honors Advanced Composition: Jr. Level Writing Req.
MW 2:00-3:15 Friedline, G. C307
(See Section 004 for course description)

HONORS 3100 -003 #12249
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 Hinton, C. C309
(See Section 004 for course description)

HONORS 3100 -004 #12250
Honors Advanced Composition: Jr. Level Writing Req.
TR 11:00-12:15 Hinton, C. C309

All transfer Honors students who are admitted and enrolled after January 1999 are required to take this junior-level course, unless their major requires a specific junior-level writing class. Other Honors students may take 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 #12251
Honors Writing in the Sciences
MW 11:00-12:15 Friedline, G. C309

Writing in the Sciences: As a science or nursing major, are you frustrated by the requirement to take an upper level writing course structured around generic inclusion of a broad spectrum of interests and fields of study? Are you interested in investigating successful techniques for contemporary scientific

communication and in exploring the various approaches to writing tasks relevant to scientific discourse?

This course offers an alternative to traditional composition courses that require a series of modal essays. Concentrating on the types of writing required of students and professionals in scientific fields, this course is designed to develop skills and teach strategies for writing effectively in the sciences. Emphasis is placed on clarity, precision, presentation, format, style, and tone.

By considering more than the difference between a discipline's choice of MLA or APA documentation and less of a difference between literary discourse and scientific discourse, we will expand on limited definitions of literature and science that perpetuate perceptions of a gulf between the two. Combining a course text with contemporary published writing that models forms and techniques, we will focus on relevant aspects of scientific communication including identification, summary, synthesis, and evaluation as well as citing and documentation. Course discussion and workshops will apply strategies to develop precision, clarity, and accuracy appropriate to writing assignments and oral communications including routine forms, lab notes, short reports, proposals, abstracts, and a semester project relevant to the student's field of study. Near the end of semester, students will have the opportunity to present their projects to their peers.

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. This course may not be taken on the satisfactory/unsatisfactory basis.

HONORS 3530 -001 #12252
Research in the Social Sciences
T 2:00-4:30 Vandenberg, B. C211

THIS COURSE REQUIRES CONSENT OF THE INSTRUCTOR ON A FIRST-COME, FIRST-SERVE BASIS.

The aims of this course are to establish a mentoring relationship with a faculty member in the student's major area of study, conduct a research project under the guidance of the faculty mentor and complete a research proposal/report on the project. The faculty mentor will supervise the student's ongoing research activity and the seminar will address more general topics including evaluating experimental research, critical thinking about research design, developing a viable research idea and writing a research paper for publication. Students are expected to complete the research project and write the results during the semester, if possible, or the following semester, if necessary. This means that students are committing to conducting and completing a research project with their mentor. It is also expected that, when appropriate, students will submit and present their research at the Undergraduate Research Day and the Undergraduate Research Symposium. Juniors or Seniors are eligible. Students will register for two courses: the Research Seminar and three hours of independent study with their mentor. Three of these hours can be used to meet the research requirements for the Honors certificate. If an additional semester is required to complete the project, students

can register for additional independent study credit with their mentors.

This course presents some interesting options for you:

a) The seminar may be counted as a 3-hr. seminar OR 3 hrs. of independent study but NOT BOTH.

and

b) The 3 hours of independent study done with an assigned mentor will count as 3 hours of your independent study. To do this, you must register for this seminar AND an appropriate 3-hour independent study.

If you are interested, please contact the instructor, Dr. Brian Vandenberg, at bvanden@umsl.edu.

HONORS 3535 -001 #14695 *4 credit hours***
Research in the Social Sciences
T 2:00-4:30 Hart, D. Clark 409**

Primate Behavior: In this research-based seminar we will investigate the behavior of our closest living relatives – the non-human primates. Preceding the individual student research projects that will be conducted at the St. Louis Zoo, we will initially focus on the morphology and taxonomy of species included in the primate order. We will also discuss various aspects of primate social organization and social structure, sexual behavior, aggressive and affiliative behavior, deception and manipulation, cognition and communication. After an analysis of research methodologies used in the study of animal behavior, our specific knowledge of primate behavior can then be applied by each student during the process of conducting observations and collecting data on a primate species. This course satisfies the methods requirement for Anthropology majors. (Same as ANTHRO 4311)

****ATTENTION: Honors 4100 has been modified. Please read the following course descriptions carefully before deciding which section you would like to take. Also, it can still be taken for 1 hour but can also be taken for 2 hours for those who would like more one-on-one time with the instructor. The 2-hour version is strongly recommended for those applying to graduate school and/or education majors****

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

**HONORS 4100 -001 #12253
Independent Portfolio Writing
ARR Baldus, K. ARR**

****Section 001 of 4100 is intended for students who are planning on applying to graduate school.**

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 UM-SL by assessing your Honors Portfolio.

**HONORS 4100 -002 #12254
Independent Portfolio Writing
ARR Noll, B. 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 UM-SL by assessing your Honors Portfolio.

**HONORS 4100 -003 #12255
Independent Portfolio Writing
ARR Hensley, T. ARR**

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

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

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

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

INDEPENDENT STUDY SESSIONS

ARR

Noll, B.

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

**HONORS 4915 -002 #14554
Independent Study: Off-campus Internships
ARR Hankinson, C.**

**HONORS 4900 -001 #12256
Independent Study in Honors
ARR Bliss, B.**

**HONORS 4900 -002 #12257
Independent Study in Honors
ARR Hankinson, C.**

**HONORS 4900 -003 #12258
Independent Study in Honors
ARR Gleason, N.**

**HONORS 4900 -004 #12259
Independent Study in Honors
ARR Walterscheid, K.**

**HONORS 4900 -005 #12260
Independent Study in Honors
ARR Noll, B.**

**HONORS 4900 -006 #12261
Independent Study in Honors
ARR Hart, D.**

**HONORS 4900 -007 #12262
Independent Study in Honors
ARR Baldus, K.**

**HONORS 4900 -008 #12263
Independent Study in Honors
ARR Gerth, D.**

**HONORS 4900 -009 #12264
Independent Study in Honors
ARR Hensley, T.**

**HONORS 4900 -010 #14552
Independent Study in Honors
ARR Rapti, V.**

**HONORS 4900 -011 #14553
Independent Study in Honors
ARR Friedline, G.**

**HONORS 4910 -001 #12265
Independent Study: Internships
ARR Noll, B.**

**HONORS 4910 -002 #14555
Independent Study: Internships
ARR Hankinson, C.**

**HONORS 4915 -001 #12266
Independent Study: Off-campus Internship**