

# PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Fall 2009 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 #11898**  
**Freshman Composition**  
 MW 9:30-10:45      Dwiggins, K.      LeGras

**HONORS 1100 -002 #11899**  
**Freshman Composition**  
 MW 12:30-1:45      Dwiggins, K.      C209

**HONORS 1100 -003 #11900**  
**Freshman Composition**  
 TR 9:30-10:45      Clark, H.      C307

**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 -001 #11902 (H)**  
**Western Traditions: Humanities**  
 MW 11:00-12:15      Weber, K.      C307

**History of Women in Popular Culture: From Flapper to Buffy the Vampire Slayer:** *My Big Fat Greek Wedding*, the most popular film of the past ten years to center on a female character, ranks 33<sup>rd</sup> among all films released, according to box office receipts. In the preceding 32 films there is no shortage of girlfriends and love interests, but it is the men and boys (and trolls) of those films who are the triumphant heroes.

Films, television, and other popular media have often provided women with beautiful yet conventional role models. Where, then, are our powerful women? Where are our heroines?

This course will examine images of women, power, and feminism in popular culture over the past century. We will use a variety of primary and secondary sources such as films, television, comic books and novels, as well as media commentary and biography, to discover the ways in which our culture represents powerful women and the conflicting messages it conveys about those same women. The women we look at in detail will include media stars such as Mae West, fictional characters such as Wonder Woman and Buffy the Vampire Slayer, and media stereotypes of broader groups of women such as the flapper of the 1920s.

**HONORS 1110 -002 #11903 (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 1200 -001 #11904 (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 #11905 (H)**  
**Freshman Symposium: Cultural Traditions I**  
 MW 2:00-3:15      Baldus, K.      Seton  
 (See Section 001 for course description)

**HONORS 1200 -003 #11906 (H)**  
**Freshman Symposium: Cultural Traditions I**  
 MW 12:30-1:45      Noll, B.      Seton  
 (See Section 001 for course description)

**HONORS 1200 -004 #11908 (H)**  
**Freshman Symposium: Cultural Traditions I**  
**TR 12:30-1:45 Kelly, M. Seton**  
(See Section 001 for course description)

**HONORS 1200 -005 #13898 (H)**  
**Freshman Symposium: Cultural Traditions I**  
**MW 11:00-12:15 Baldus, K. Seton**  
(See Section 001 for course description)

**HONORS 1230 -001 #11909 (SS, AHG)**  
**American Traditions: Social & Behavior Sciences**  
**TR 9:30-10:45 Wilson, R. Seton**

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

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

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

**HONORS 1230 -002 #11910 (SS, AHG)**  
**American Traditions: Social & Behavioral Sciences**  
**TR 11:00-12:15 Hankinson, C. C307**

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

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

**HONORS 1230 -003 #11911 (SS, AHG)**  
**American Traditions: Social & Behavioral Sciences**  
**TR 3:30-4:45 Hankinson, C. C307**

**Honors American Politics:**  
(See Section 002 for course description)

**HONORS 1310 -001 #11912 (H, CD)**  
**Non-Western Traditions: Humanities**  
**TR 12:30-1:45 Walterscheid, K. C307**

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

**HONORS 1310 -002 #14757 (H, CD)**  
**Non-Western Traditions: Humanities**  
**TR 2:00-3:15 Hammond, W. SCC 111**

**Non-Western Music and Culture:** The study of Non-Western Music affords us the opportunity to examine selected cultures in the Near and Far East, as well as Africa. Our goal is to use the tools of cultural anthropology to gain an understanding of how music and art reflect certain values and behaviors that are often very different from those of our western societies. In an age where conventional distance and barriers are now compressed, it is vital for us to appreciate not only the similarities but the differences in cultures. The use of films, the internet and texts will form the basis of our class discussions as well as relevant and interesting projects that will allow everyone in the class to explore their special interests.

**While this course is not cross-listed, it will count as Non-Western Music for music majors.**

**HONORS 1330 -002 #11914 (SS, CD)**  
**Non-Western Traditions: Social & Behavior Sciences**  
**MW 12:30-1:45 Born, C. C307**

**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 #11915 (H)**  
**Inquiries in the Humanities**  
MW 11:00-12:15 Richeson, C. C211

**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 #11917 (H)**  
**Inquiries in the Humanities**  
MW 12:30-1:45 Richeson, C. C309

**Philosophy: Thought and Logic:**  
(See Section 001 for course description)

**HONORS 2010 -003 #14615 (H)**  
**Inquiries in the Humanities**  
TR 2:00-3:15 Gerth, D. Seton

**Fairy Tales and Folklore:** This course will examine the roots of fairytales in oral traditions and their later (sometimes simultaneous) literary versions. We will start with the search by folklorists for tales in their earliest or supposedly “purest” forms and then move into the compilation of the stories into literary texts by writers like Basile, Straparola, Perrault, and of course the Grimm brothers. We will also cover later tales from writers like Hans Christian Anderson, contemporary revisionist perspectives on some of the tales, and some film adaptations. We will focus heavily on “classic” tales like “Snow White,” “Cinderella,” and “Hansel and Gretel” but also cover diverse folkloric topics like urban legends and why Bigfoot is so very, very real. Students will be involved in projects that require them to act as amateur folklorists themselves through the collecting, cataloging, and comparing of stories as recalled and retold by others they know.

**HONORS 2010 -004 #11916 (H)**  
**Inquiries in the Humanities**  
R 5:00-7:30 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 #11918 (H, WC)**  
**Inquiries in the Fine and Performing Arts**  
TR 9:30-10:45 Kelly, M. C309

**Creative Writing:** O’Connor once said, “I find that most people know what a story is until they sit down to write one.” Do you know what a story is? What about a poem? Would you like to find out? If so, Honors 2020, an introduction to the writing of short fiction and poetry, may be for you. In addition to writing your own poems and 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 probably already know Flannery O’Connor, wonderful as she is, and you’ve probably even read a couple of her stories. So how about reading some prose and verse written by your peers, something published six months ago, a week ago? Flannery has enough fans. We’ll give these new writers a try. And lastly, as a final initiation into the writer’s life, you will be required to submit at least one short story or group of poems (written within the course) to a literary magazine of your choice. Who knows? You may come away with a few fans of your own.

**HONORS 2020 -004 #14617 (H, 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 2030 -001 #11919 (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 #11920 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 12:30-1:45 Wilson, R. LeGras**

**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 remained 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 #11921 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 2:00-3:15 Hankinson, C. C307**

**Scanning the Future: Seven “revolutions” that will impact us all:** Have you ever thought about what the world will look like in twenty years? How immigration, international terrorism, the rapid expansion of technology, and the depletion of natural resources will affect the planet, the country, or you? The goal of this class is to enhance awareness of trends in current issues that have global consequences and will not only impact society, but individuals. The major issue areas to be examined are: population growth and migration, resource management and environmental stewardship, technological innovation and diffusion, the development and dissemination of information and knowledge, economic integration, the nature and mode of conflict, and the challenge of governance. By linking these broader global trends to national, state, and local issues we will gain a better understanding of how these issues will impact our lives.

**(Same As Political Science 2900)**

**HONORS 2030 -004 #11923 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 2:00-3:15 Weber, K. C307**

**Genocide in the Modern World:** “Never again,” many people said about genocide after being exposed to the horrors of the Holocaust and concentration camps after World War II. However, in many ways the Holocaust was just a part of a number of modern genocides that preceded and would follow it. In this class, we will look at a number of different genocidal campaigns across the globe in the late 19<sup>th</sup> and 20<sup>th</sup> centuries, as well as the international reactions to them, including (but not limited to) the Holocaust, the programs concerning the Aboriginal population in Australia, the eugenics movement in the United States, the genocide at Darfur, and Pol Pot's regime in Cambodia. We will try to place these events in their local, political, international, and historical consequences and formulate reasons why the twentieth century has sometimes been labeled the “century of genocide.”

**HONORS 2030 -005 #14061 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 9:30-10:45 Uhlmann, A. Clark 314**

**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 common sense 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 3216 and Sociology 3290)

**HONORS 2030 -006 #14716 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 9:30-10:45 Bliss, R. C211**

**Religion and Society in Early America:** Western societies in the early modern period (ca. 1500-1800) experienced many changes which challenged existing relationships between and among state, society, and individuals. Meanwhile, the Protestant Reformation gave rise to the idea that there was an important line to be drawn between the sacred and the profane. This growing “secularism” profoundly affected views of nature, and ultimately led to the notion that there might be other, better, bases for citizenship than one’s religious beliefs. By the middle of the 17<sup>th</sup> century, some in England (for instance, the early Quakers and Baptists) went so far as to urge the separation of church and state, but not before the New England colonies, in particular, created religious utopias exclusively for their particular brand of “reformed” Protestantism, known as “non-separating Congregationalism”. Soon, however, in New England and elsewhere in the American colonies, the pressures of colonization, which strongly recommended religious toleration, strained conventional notions about church, state and society, and – with the Enlightenment and the rise of dissenting evangelical Protestantism—led ultimately to the Jeffersonian view that there should be a “wall of separation” between church and state. We follow the American settlements as they moved from persecution to toleration and from exclusion to separation, a process not fully completed even when Massachusetts, the last *constitutional* hold-out, disestablished the “congregational order” in 1833.

**HONORS 2050 -001 #11924 (NS)**  
**Inquiries in the Natural Sciences**  
**MW 11:00-12:15 Bourne, C. LeGras**

**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 21<sup>st</sup> 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 #11925 (NS)**  
**Inquiries in the Natural Sciences**  
**T 2:00-4:30 Wilson, J. LeGras**

**Natural History of Parks:** Natural history is the systematic scientific study of plants and animals, and is often more observation based than experiment based. Parks (and natural areas, wildlands, conservation areas, etc.) are those areas set aside as open space, recreational space, wildlife habitat or outdoor education areas. This course will examine several such areas within the greater St. Louis region and consider how such areas came about, how they are managed, what plants and animals exist there and how ecological processes operate to maintain them. Plant and animal identification will be emphasized.

The class will involve both classroom and field instruction. Focus will be placed on Forest Park as well as parks and natural areas near the University campus. One full day Saturday field trip and one independent project will be required.

**HONORS 2050 -003 #11926 (NS)**  
**Inquiries in the Natural Sciences**  
**W 2:00-4:30 Bourne, C. SCC 111**

**Climate Change and Biodiversity:** This scientifically based course critically studies the scientific consensus about the existence, causes and effects of climate change. First, we will examine the projections and models of climate scientists who produce complex simulations of the interaction of Earth’s atmosphere, oceans, land and ice. What are the predictions and observations that lead climate scientists to their conclusions? Next, we will examine the links among climate change, evolution and biodiversity by looking at the effects on agriculture, biodiversity and land and water resources in the United States and around the globe. What are the impacts of climate change on our daily lives today and what impacts are predicted to affect us in the future? In order to answer these questions we will study the scientific literature, survey recent public and government reports on climate change and view film documentaries.

We will also consider the views of critics of the theory of global warming, especially since less than 50% of the American public agrees that there is a scientific consensus. What is the nature of “scientific consensus”? What are the grounds for dissent from it and is there a preferred form for that dissent? For example, do the same “rules of debate” or concerns with “balance” apply to scientific questions as to questions about political campaigns or the economy?

**HONORS 2050 -004 #14779 (NS)**  
**Honors Inquiries in the Sciences**  
**TR 9:30-10:45 Granger, C. NB6**

**Urban Ecology: Populations and Habitats:** Life on earth is dynamic. Variation, change, steady state, growth, differences, competition, cooperation, evolution, feedback – these common words have important meanings in the study of life systems anywhere on earth and in the woodlands and streambeds of UMSL’s South Campus and the St. Vincent Park natural area. In this course we will unearth these meanings and apply them to the development of systems thinking tools, population thinking, evolutionary ecology literacy and science literacy to understand important features of our urban *and* natural environment. *Urban Ecology – Populations and Habitats* is a hands-on, environmental studies course in the Honors College which focuses on how organisms and environments interact in creating the grand sweep of life on earth. Students registered for Urban Ecology must also register for the one-hour lab/field work course, Honors 2051, “Inquiries in Science: Laboratory and Field Work.” All *Urban Ecology/CHERP* courses meet laboratory science General Education requirements and 2000-level course Honors College certificate requirements.

**HONORS 2051 -001 #14780 (NS—lab)**  
**Inquiries in Natural Science: Laboratory and Field Work**  
**TR 11:00-11:45 Granger, C. NB6**

**Field Study of Populations and Habitats:** This is a companion field work course to **Populations and Habitats and must be taken simultaneously with Honors 2050.004.** Through field and laboratory work, students will observe how individual organisms within a natural population vary and how these variations can, and sometimes do, lead to the development of new species. Environmental change can be a dynamic engine for such growth, and students will discover how to measure and describe environmental change. Students will work in small ecological inquiry teams to contribute to the ongoing natural history of the site (located on Honors College grounds—just beyond the new garage).

**HONORS 2060 -001 #14618**  
**Inquiries in Business**  
**TR 9:30-10:45 Uchitelle, B. Seton 19**

**Honors Legal Environment of Business:**  
**PREREQUISITES: ECON 1001 and BA 2400 or consent of an Honors advisor.** This course serves as an introduction to the nature and meaning of law, sources of law, legal process and institutions. The legal environment of business is defined as: the attitude of the government toward business, the historical development of this attitude; current trends of public control in taxation, regulation of commerce and competition; freedom of contract, antitrust legislation and its relationship to marketing, mergers and acquisitions; and labor management relations. **While this class is not cross-listed, it DOES count as BA 2900 for Honors students.** This offering is intended to closely follow the material offered and studied in BA 2900 at the College of Business Administration while presenting students

the opportunity to encounter this material in an Honors Seminar setting.

**HONORS 2070 -001 #11927**  
**Inquiries in Education**  
**R 1:00-3:30 Hensley, T. C309**

**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 2070 -002 #14714**  
**Inquiries in Education**  
**T 1:00-3:30 Dorner, L. C209**

**Honors Introduction to Learners and Learning:** Honors 2070 meets the requirements of EdPsy/TchEd 2212, with a special emphasis on how our views of “learners” and “learning” change over time and differ across cultural contexts. One hundred years ago, for example, American farm families expected 5-year old children to help feed the chickens, clean the house, and prepare meals. While contemporary families in rural China may have similar expectations, many of today’s U.S. parents expect their 5-year olds to play around the house, not work. How do such cultural perspectives affect the ways that we devise learning opportunities for youth?

Through seminar discussions of research publications and novels, examination of our own experiences, and a research project with children, we will analyze how “learners” have been constructed throughout history and are affected by their particular household, neighborhood, and culture. We will also consider how ideas about learning have the power to shape policies in education, health, and similar fields. Thus, even though 2212 is a prerequisite for the Teacher Education Program, course material applies to students interested in learning more about social work, public health, history, etc.  
**(Same as TCH ED 2212)**

**HONORS 2080 -001 #11928**  
**Inquiries in Nursing**  
**W 3:00-5:30 Nelson, J. C211**

**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 #11929 (H, CD)**  
**Inquiries in the Humanities: Cultural Diversity**  
**T 2:00-4:30 Eckelkamp, E. Seton 19**

**Samurai Tradition: The Way of the Warrior:** This course will explore the historical and contemporary image of the samurai warrior through the lens of Japanese literature, philosophical writings, and film. Topics discussed will include the belief system that gave rise to Samurai practices, archetypal Samurai figures in Japanese history, literature and film, and social attitudes that were pervasive during the time of the Samurai. 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. **(Same As Japanese 2150 and Anthropology 2191)**

**HONORS 2330 -001 #14631 (SS, CD)**  
**Inquiries in the Social Sciences: Cultural Diversity**  
**W 2:00-4:30 Segal, U. Seton 19**

**Asians in Migration:** This course is a comparative analysis of the social and cultural diversity of the peoples of East, South, and Southeast Asia. Our study will focus on their reasons for migration and the extent and quality of the social and cultural connections they maintain to their homelands. Implications of these cultures for students in a variety of disciplines will be explored in a seminar-style setting with plenty of time for discussion, reflection and inquiry. **(Same As Social Work 2330)**

**HONORS 3010 -001 #11931**  
**Advanced Honors Seminar in the Humanities**  
**M 9:30-12:00 Carroll, J. Seton 19**

**Narrative, Cognition, and Emotion:** This course involves three components: (1) short stories and novellas; (2) narrative theory; and (3) recent work in evolutionary psychology bearing on motives, emotions, and personality. We'll be locating ideas in literary theory with ideas in psychology, and we'll be using psychologically oriented literary theory to interpret specific literary works. Each week, we shall read a few short stories, a few articles or book chapters in psychology, and an article or two in literary theory. While making use of published efforts in literary theory, we shall also be constructing literary theory as we go, making it up to fit the facts—that is, constructing literary theories that correspond both with recent work in psychology and with our own experience of the stories. Assiduous study and careful thought will be required, but inventive, creative thinking will also be much in demand.

Writing assignments will consist of two shorter papers (3-4 pages each) and one longer paper (6-7 pages). In each paper, you will be required to make use of reading in all three areas: fiction, literary theory, and psychology. Everybody will also be responsible for leading class discussion several times in the course of the semester—not for reading typed out “reports,” but for identifying topics for discussion and eliciting/stimulating

responses from your fellow students and instructor. **(Same As English 4080)**

**HONORS 3010 -002 #11932**  
**Advanced Honors Seminar in the Humanities**  
**T 1:00-3:30 Fuss, P. C307**

**Freud:** In less than a century, the sheer power of Sigmund Freud's probing mind has all but compelled us—in the words of Philip Rieff, editor of an astonishingly cross-disciplinary collection of Freud's essay which we will be exploring—“to accept the idea that our rational self is the custodian rather than the master of a deeper and rather mad self.” And yet Freud's heart lay in psychotherapy, in seeking relief for our psychic wounds. We shall discuss *The Interpretation of Dreams* (the other required text), the work of which Freud was most proud. **(Same As Philosophy 4483)**

**HONORS 3010 -003 #11933 (GA)**  
**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 -005 #11935**  
**Advanced Honors Seminar in the Humanities**  
**MW 12:30-1:45 Nigro, K. LeGras**

**Ghost Stories and 19<sup>th</sup> Century Spiritualism:** What sets “ghost fiction” apart from the usual brand of supernatural fiction? What were the elements in Victorian society that made “ghost fiction” such a popular form—and a revealing one to readers from later eras? One aspect that we will examine is the psychological aspect. The dawning of the twentieth century was also the dawning of the age of Freud, and we will consider how this specifically Victorian genre revealed and reinforced the gender divide, as spiritualism became the domain of women: according to Alex Owen in *The Darkened Room: Women, Power, and Spiritualism in Late Victorian England*, women were considered particularly gifted in serving as mediums to the spiritual world; however, this strength should only be seen against the context of women's political and social powerlessness. Ann Braude's and Barbara Weisberg's studies consider how women's involvement in spiritualism both empowered and isolated them.

We also will investigate other Victorian fairy and ghost stories as well as British and American social and literary theory and history for a well-rounded view of this cultural phenomenon.

**(Same As WGS 3350 and English 4930)**

**HONORS 3010 -006 #11936**  
**Advanced Honors Seminar in the Humanities**  
**TR 2:00-3:15 Bohan, R. 203 Lucas Hall**

**The Midwest in Art and Architecture:** What are the geographic boundaries and cultural characteristics of the Midwest? How have perceptions of this region changed over time? What do we learn about the region's people, its values and its physical characteristics by studying works like Grant Wood's *American Gothic* or Frank Lloyd Wright's Prairie Style architecture? This class will address these issues and more in a lively seminar format. Covering the period 1850 to 1950, the course will examine shifts in both the physical character and cultural perceptions of the Midwest through the creative endeavors of individuals as varied as painters George Caleb Bingham, John Caspar Wild and Thomas Hart Benton, architects Louis Sullivan and Frank Lloyd Wright, and legions of mostly anonymous quilters. Themes of westward expansion, the growth of the skyscraper and 1930s Regionalism will be explored against a shifting backdrop of frontier life, agrarian values and urban development.

Class readings will include works of art history, cultural geography and literature (including Mark Twain). Classroom sessions will be supplemented by visits to local museums and, if possible, a trip to Springfield, Illinois, to tour Frank Lloyd Wright's Prairie Style Susan Lawrence Dana house. A research paper is required.

**(Same As Art History 4475)**

**HONORS 3020 -001 #11937 (WC)**  
**Advanced Honors Seminar in the Fine & Perform. Arts**  
**M 2:00-4:30 Nye, M. C209**

**Advanced Fiction Workshop:** This is a writing workshop class for students who have been writing stories and novels on their own for some time, or for those who wish to explore fiction writing for the first time; such explorers, though, should be enthusiastic readers. Fiction Workshop stresses clarity of the language, understanding point of view, and various fiction techniques. The textbook we use contains literary works, but the techniques emphasized apply to all avenues of fiction (popular, sci-fi, romance etc). The most important thing is your personal resolve to improve your own writing, to accept constructive criticism from the instructor and other student writers, and to revise and polish your stories. Other student writers will provide a sympathetic but also critical audience for your work. Writing exercises, reading assignments, journal keeping, thoughtful critiques of other students' work will also be required. Attendance and participation are mandatory.

**HONORS 3020 -002 #11939 (WC)**  
**Advanced Honors Seminar in the Fine & Perform. Arts**  
**R 2:00-4:30 Baldus, K. Seton 19**

**Papers and Publications:** In the classroom, your writing often reaches a small audience—a professor and, perhaps, some of your fellow students. But how can your work reach out to the academic community across the country? This course will help guide you to that goal so you can gain valuable professional experience and credentials that will strengthen your applications to graduate school or your future career development.

This course allows you to build upon your own work in disciplines such as literature, education, history or philosophy. You will work with the class to develop strategies to transform your class work into polished presentations directed toward larger academic audiences. As you investigate journals and conferences that showcase undergraduate writing and research, you will explore key elements of successful conference presentations, workshops and journal articles. Through class discussions and individual conferences, you will pursue opportunities to circulate your writing and research in the academic community.

Each of you will focus on revising one or more key works to submit for a journal or conference, and will help prepare a one-day conference for the end of the semester. Other writing for the course will include surveys of journals and academic writing, workshop responses to peers' writing, and personal journals.

***This course may be taken as 3 Independent Study hours or as a 3000-level seminar. It will count toward the Certificate in Writing.***

**HONORS 3030 -001 #11940 (GA)**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**M 2:00-4:30 Mushaben, J. LeGras**

**Mega Cities and Diasporas: Understanding Global Migration:** Major cities have historically functioned as centers of commerce, culture, and technological innovation. They have also become caldrons of poverty, criminality, violent protest and terrorist sleeper cells. As of 2001, 31.6 per cent of the world's urban population lived in slum, a particular plague in developing states. By 2007, nearly half of all human beings were city dwellers, leading to ungovernability, environmental degradation, health/welfare crises and other problems of urban sustainability. UN Habitat studies predict that the number of urban dwellers will reach 5 billion by 2030 out of a total population of 8.1 billion.

Annual urban growth rates are highest in Sub-Saharan Africa, South-Eastern Asia and Eastern Asia. Once defined as metropolitan areas accommodating over 5 million people, today's mega-cities must provide the means of survival for **10 to 25 million** residents. This astounding mass migration to major cities has been fueled in part by shifts in global markets, structural adjustment policies, natural catastrophes and ethno-religious conflagrations. This course will examine the causes and effects of mega-city development and migrating diasporas (e.g., European Muslims, Jewish refugees, Kurds) in a variety of national settings, including but not limited to Germany, Brazil, Mexico, China, India, Turkey and Kenya. It will definitely foster "global awareness," as well as a better understanding of the "interconnectedness" of politics, economics and climate change across the planet.  
**(Same As Political Science 3595)**

**HONORS 3030 -002 #11941**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**M 1:00-3:30 Vandenberg, B. Seton 19**

**Existential Psychology:** This course will examine existential thought in philosophy, literature, and contemporary psychology. The course will begin with an overview of the philosophers who have been instrumental in the development of existential thought. Once the philosophical roots of existential thought have been established, attention will be given to its manifestation in contemporary psychology. Particular attention will be given to how existential concepts can be used to enrich understanding of psychological functioning and clinical treatment. The philosophical and psychological perspectives will serve as a basis for understanding and interpreting the works of Tolstoy, Bellow, and others.

**HONORS 3100 -001 #11943**  
**Honors Advanced Composition: Jr. Level Writing Req.**  
**MW 11:00-12:15 Nye, M. C209**  
(See Section 004 for course description)

**HONORS 3100 -002 #11944**  
**Honors Advanced Composition: Jr. Level Writing Req.**  
**MW 2:00-3:15 Friedline, G. C309**  
(See Section 004 for course description)

**HONORS 3100 -003 #11945**  
**Honors Advanced Composition: Jr. Level Writing Req.**  
**TR 9:30-10:45 Walterscheid, K. C209**  
(See Section 004 for course description)

**HONORS 3100 -004 #11946**  
**Honors Advanced Composition: Jr. Level Writing Req.**  
**TR 11:00-12:15 Clark, H. Seton**

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 #11947**  
**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 4100 IS A REQUIREMENT FOR ALL HONORS STUDENTS.\*\***

**HONORS 4100 -001 #11949**  
**Independent Portfolio Writing**  
**ARR Staff 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 UMSL by assessing your Honors Portfolio.

**HONORS 4100 -002 #11950**  
**Independent Portfolio Writing**  
**ARR Staff ARR**

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

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

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

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

**HONORS 4100 -003 #11951**  
**Independent Portfolio Writing**  
**ARR Gleason, N. ARR**

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

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

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

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

## INDEPENDENT STUDY SESSIONS

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

**HONORS 4900 -001 #11952**  
**Independent Study in Honors**  
**ARR Bliss, B.**

**HONORS 4900 -002 #11953**  
**Independent Study in Honors**  
**ARR Hankinson, C.**

**HONORS 4900 -003 #11954**  
**Independent Study in Honors**  
**ARR Gleason, N.**

**HONORS 4900 -004 #12256**  
**Independent Study in Honors**  
**ARR Noll, B.**

**HONORS 4900 -005 #11958**  
**Independent Study in Honors**  
**ARR Baldus, K.**

**HONORS 4900 -006 #11959**  
**Independent Study in Honors**  
**ARR Gerth, D.**

**HONORS 4900 -007 #11960**  
**Independent Study in Honors**  
**ARR Hensley, T.**

**HONORS 4900 -008 #13901**  
**Independent Study in Honors**  
**ARR Friedline, G.**

**HONORS 4910 -001 #11961**  
**Independent Study: Internships**  
**ARR Noll, B.**

**HONORS 4915 -001 #11962**  
**Independent Study: Off-campus Internship**  
**ARR Noll, B.**