
PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Winter 2009 Courses

SS=fulfills Social Science requirement; H=fulfills Humanities requirement; MS=fulfills Math/Science requirement; NS=fulfills Natural Science requirement; CD=fulfills Diversity requirement; AHG=fulfills American History & Government requirement; GE=fulfills General Education; WC=fulfills Writing Certificate; GA=fulfills Global Awareness requirement

HONORS 1100 -001 #11933 (GE) C211
Freshman Composition
MW 11:00-12:15 Clark, H.

HONORS 1130 -001 #11936 (SS)
Western Traditions: Social and Behavioral Sciences
MW 3:30-4:45 Verhoff, G. Seton

(See Section 002 for course description)

HONORS 1100 -002 #11934 (GE)
Freshman Composition
TR 9:30-10:45 Staff 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.

Science and Society: Science, considered as a body of knowledge and as a social fact, has profoundly shaped our society and culture. This seminar will examine the nature of science, the social, political and economic context of its creation, and the very human dimensions of its effects. It will take as point of entry contemporary scientific debates with far-reaching implications for the public welfare and for specific constituencies or interest groups. We will examine such issues as occupational safety, global warming, nuclear energy, and chemical pollution. In each instance, we will consider the differences between the public perception of science and expert knowledge. How is scientific expertise generated? How is scientific knowledge received by the public? Has this exchange from the expert to the generalist been static or fluid? We may be discussing such questions as, is science democratic? Is it objective? And, can general public awareness about science be substantially improved?

HONORS 1110 -001 #11935 (H)
Western Traditions: Humanities
MW 2:00-3:15 Weber, K. Seton

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 33rd 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 1150 -001 #18151 (NS)
Western Traditions: Natural Sciences
MW 11:00-12:15 Bourne, C. LeGras

Climate Change, Evolution 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 agriculture, biodiversity and land and water resources in the United States and around the globe. What are the impacts of climate change and what impacts are predicted 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 1201 -001 #11938 (H)
Freshman Symposium: Cultural Traditions II
MW 9:30-10:45 Kelly, M. Seton
(See Section 005 for course description)

HONORS 1201 -002 #11939 (H)
Freshman Symposium: Cultural Traditions II
MW 11:00-12:15 Baldus, K. Seton
(See Section 005 for course description)

HONORS 1201 -003 #11940 (H)
Freshman Symposium: Cultural Traditions II
MW 12:30-1:45 Kelly, M. Seton
(See Section 005 for course description)

HONORS 1201 -004 #11942 (H)
Freshman Symposium: Cultural Traditions II
TR 2:00-3:15 Gerth, D. Seton
(See Section 005 for course description)

HONORS 1201 -005 #11943 (H)
Freshman Symposium: Cultural Traditions II
TR 12:30-1:45 Friedline, G. Seton
(See Section 005 for course description)

Cultural Traditions II: As a continuation of Cultural Traditions I, this course will survey Western and Non-Western cultures from 1750 to the present. It will examine the intellectual traditions of a wide variety of cultures through their major works of philosophy, literature, art, and science and seek a better understanding of how people from diverse regions have perceived and explained the world around them. By comparing and contrasting Western and Non-Western attitudes toward issues such as the interplay of reason and emotion, the structures of social and natural environments, and the role of humans in society, this course will help us see these and other fundamental human concerns in a global context.

Readings will explore topics such as colonialism, modernism, and globalization and will include acknowledged classics from Western Europe, the Near East, China, India and Japan. Readings will include selections from Rousseau, Goethe, Blake, Wordsworth, Whitman, Darwin, Tagore, Freud, Lu Hsun, Kafka, Mahfouz, Borges, and Achebe.

HONORS 1230 -001 #11944 (AHG)
American Traditions: Social and 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.

(This course was formerly titled “Why Americans Hate Politics.” If you have taken “Why Americans Hate Politics,” you should NOT take this course.)

HONORS 1230 -002 #11946 (AHG)
American Traditions: Social and Behavioral Sciences
TR 9:30-10:45 Wilson, C. (Rob) Seton

American Experience: Is America the Land of Liberty, Part II: Join us as we investigate controversial American topics after the Civil War such as the KKK, Big Business, Japanese Internment, McCarthyism, The Civil Rights Era, The Counter Culture and the Patriot Act.

Many people have used phrases to describe America as the “Land of Liberty,” the “Land of the Free,” or the “Land of Opportunity.” One of the most recognizable symbols of this country is the Statue of Liberty which stands as a symbol of freedom, but a strong argument can be made that “liberty” has not always applied to everyone.

This class is designed to introduce students to various political, economic, religious and social ideas that have manifested in the life of a developing nation since the Civil War. “Liberty, Part I” is not a prerequisite for this course as this course will explore the concept of liberty during the last one hundred and fifty years of America’s development.

Although this course will satisfy the state requirement, it 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 1310 -001 #11947 (H, CD)
Non-Western Traditions: Humanities
MW 2:00-3:15 Snyder, M. Seton 19

The World Writes Back: Seeing Africa Through African Literature and Film: We see Africans on our tv screens and hear politicians, movie stars, and rock musicians talk about Africa. But, when do we hear Africans telling their own stories? This course will introduce students to a range of work from North African writers and film-makers. We will read African accounts of European colonialism and of the new societies that emerged after colonial rule ended. Through novels, poetry, and films, students will explore the roles of Islam and Christianity, the challenges of politics and corruption, and the changing place of women in society.

HONORS 1310 -002 #11948 (H, CD)
Non-Western Traditions: Humanities
TR 12:30-1:45 Walterscheid, K. Seton 19

Family and Identity in Non-Western Literature: 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 -003 #11949 (H, CD)
Non-Western Traditions: Humanities
TR 2:00-3:15 Hammond, W. Seton 19

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 1310 -004 #11950 (H, CD)
Non-Western Traditions: Humanities
MW 12:30-1:45 Born, C. Seton 19

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 #11952 (H)
Inquiries in the Humanities
TR 11:00-12:15 Dick, R.H. Seton

The American Artist Colony: Bohemia, Creativity, and Madness: Artists perceive life differently and often

capture it in unique ways. Unlike novelists, historians, or even scientists, artists invite others to re-perceive the way they engage the world. This course will explore new verbal paradigms, and the bohemian views of life, death, property, intelligence, and sex, within the artist community. We will briefly study the French influence then focus on the American experience. We will study not only the living, but the brilliant dead - Einstein, Mabel Dodge Luhan, Pollack, Goebel - and look with sweetness, melancholy, and awe at the interior of colony life. Particular attention will be given to Long Island, New York, New Mexico, and the vibrant Missouri artist colony of Ste. Genevieve. Through texts and films, we will explore the rich heritage of the American Art Colony system. Students from all disciplines would enjoy this class; History, Music, English, Art, Art History, and Science majors will find it particularly relevant.

HONORS 2010 -002 #11953 (H)
Inquiries in the Humanities
R 5:00-7:30 Dillon, R. Seton

Surviving the 24-Hour News Cycle: Are you looking for a way to survive the 24-hour news cycle? Does it seem like there is a never ending flow of information from the internet, blogs, social networking sites and cable television? This class is a chance to remove yourself from the streaming news on your computer and the endless aggregator on your blackberry for just a few moments for a weekly discussion about how we got to this point, the current events that shape this non-stop news cycle, and a look at the best ways to consume news. This isn't a class for passive learners, and it is designed as a discussion about the issues of the day with a focus on the course's big ideas that new 'news' serves many roles; that our global interconnectedness has a great potential to strengthen democracy; and that we therefore need to develop systems for sorting and sifting new information. This is an excellent opportunity for students of all majors to think about the impact of the news on their area of emphasis. Students that have previously taken the media literacy in the information age will find this class as a companion to the thinking in that class, but it is certainly not a prerequisite. **(Same as Media Studies 4040)**

HONORS 2010 -003 #11954 (H)
Inquiries in the Humanities
MW 11:00-12:15 Richeson, C. C309

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 abilities to think, speak, and write more logically and persuasively. The methods taught in this class will help improve and practice critical and logical thinking skills; these skills can be usefully applied to many other classes and majors.

(Same as Philosophy 1160)

HONORS 2010 -004 ##11955 (H)
Inquiries in the Humanities
W 5:00-7:30 Wolfe, K. C307

Speculative Fiction: Ever played "What if?" What if you lived in a society where books were illegal, where firemen came to your house to burn them? Throughout literary history there have been many 'what if' questions proposed by various authors, questions asking 'How would the quality of humanity display itself, foiled by these fantastical situations? How might an author bring across these concepts in ways that engage, entrance, and enrich our understanding of ourselves?' Such questions are the crux of the genre known as Speculative Fiction.

Say, what if you could take a course that explored a variety of novels, short fiction and film in the Speculative Fiction arena? What if you could sidestep the rules of reality, suspend disbelief and participate in enlightening discussions? Participants in the course will do so and much more. The class will traverse the range of literature from the near-prophetic *Fahrenheit 451* (Bradbury) to the post-apocalyptic, vampiric *I Am Legend* (Matheson) to the radioactive *On the Beach* (Shute) as well as a smorgasbord of other shorter fiction by great name-brand authors (including, but not limited to Vonnegut, Dahl, Dick, et al). Participants should be prepared for a reading-rich course, thought-provoking discussions and intriguing, creative writing and analytic assignments.

HONORS 2010 -005 #11956 (H)
Inquiries in the Fine and Performing Arts
T 1:00-3:30 Fuss, P. C211

Introduction to the Study of Etymologies: The core of this seminar consists in etymological studies of the development of the Indo-European language family. Although emphasis will be on the roots of English words, we shall range freely throughout the family, in part so as to combat the prejudice that French, Italian, Spanish, German etc. are "foreign languages." You will be pleased to discover that, as you go further and further back in an etymological tracing, the sources tend to become more and more down-to-earth (thus "logic" from the Greek 'legein':

to select, as in what hunter-gatherers do). This course will help you write better and think more clearly.

Each student will conceive an independent research project worked up in gradual stages over the semester. Grades will be based on this project as well as on short weekly assignments, a round of short oral presentations, and your active involvement during class. There will be no required texts, but a good etymologically oriented dictionary is necessary. No prerequisites or special background are needed for success in this seminar. This course should be of special interest to students interested or majoring in English, History, Foreign Language, Philosophy and many others.

HONORS 2020 -001 #11957 (WC)
Inquiries in the Fine and Performing Arts
TR 12:30-1:45 Newman, R. C209

Introduction to Formal Poetry Writing: Many contemporary poets and poetry teachers throw rhyme and meter, pattern and structure, out the window, but these elements of formal poetry can provide rich music and satisfying structure and counterpoint. Anyone who argues that these limitations impede a poet's creativity and "self-expression" probably suffers from a lack of ingenuity and imagination.

In this course we will explore traditional formal poetry, traditional contemporary poetry, and poetry that experiments with form, bends the rules, or makes up new rules altogether. We will explore sonnets, villanelles, blank verse, pantoums, ballads, blues songs, triolets, rondels, fugues, and any other structured forms we dig up. The class will combine a seminar format with a weekly poetry workshop.

HONORS 2020 -002 #18152 (WC)
Inquiries in the Fine and Performing Arts
MW 12:30-1:45 Nye, M. C209

Writing Flash Fiction: (This course was formerly titled, "Flash Fiction." If you have taken "Flash Fiction" you should NOT take this course.)

How short can a short story be? This course will examine a wide range of stories that are as long as 2000 words, and as short as 50. Through readings and class discussions, students will be acquainted with the conventions of short-short writing, study contemporary voices in the form, and be provided with the opportunity to create their own short-short fiction. Students will write several short-short stories over the course of semester and participate in a workshop format to look both critically and analytically at their writing. In this course, less is definitely more.

Grading will be based on class participation, short writing assignments, written commentary on discussed stories, and a portfolio of short-short stories written by the student.

HONORS 2030 -001 #11958 (SS)
Inquiries in the Social and Behavioral Sciences
MW 12:30-1:45 White, L. C211

Law in America: The idea of a “government of laws not men” articulated by John Adams in the Massachusetts Constitution in 1780 has been chosen as the theme for this course. Beginning with the Magna Carta, this course will examine important legal documents from the English background and early development of our fledgling democracy, and carry through to the present day.

The student will examine some of the most important decisions by the judicial branch of government in order to understand the significant role of the Supreme Court in our development as a nation.

The course will end with a review of the individual’s role as a citizen in this democracy, and what is expected of each and every one of us, i.e., the duties to report crimes, to obey the law, to perform jury duty, to vote, and to protect those who are unable to protect themselves.

The incorporation of these concepts by the student will be demonstrated through a series of short papers, both individual presentations as well as group presentations to the class, and through the use of occasional essay question examinations.

(This course was formerly titled, “Rule of Law in America.” If you have taken “Rule of Law in America” you should NOT take this course.)
(Same as CCJ 4380)

HONORS 2030 -002 #11959 (SS)
Inquiries in the Social and Behavioral Sciences
TR 11:00-12:15 Weber, K. C309

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

Throughout this course we will look at the many ways in which sex and sexuality have influenced American society, culture, and politics. We will specifically focus on the ways in which gender, race, class, orientation, and region have affected the sexual lives and attitudes of Americans over time. We will also look at the technology, the laws, and the religious and moral beliefs that have shaped their actions. Topics we will discuss include abortion, pregnancy, homosexuality, contraception, prostitution, sexually transmitted disease, and sex education.

HONORS 2030 -003 #11960 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, C. (Rob) C307

1968: The Year that Changed a Nation: Of all the watershed dates in American history, arguably no other year has had such a lasting impact as 1968. It was a time when the violence, diversity, and continual change brought hope for many and despair for others. This course will examine the emotionally charged year of 1968 in order to understand its lasting contribution forty years later. Some of the topics to be discussed are the assassinations of Martin Luther King Jr. and Robert Kennedy, the Vietnam War and the Tet Offensive, the Democratic National Convention riots, the New Feminist ideal, the counterculture, the Mexico City Olympics, and the Black Power movement. The country was in turmoil as fathers fought sons, blacks fought whites, women fought men, the young fought the old, and throughout the nation there was a collective concern as to whether America could find its way and regain its balance.
(Same as History 2000)

HONORS 2030 -004 #11961 (SS)
Inquiries in the Social and Behavioral Sciences
MW 2:00-3:15 Bliss, Robert C309

Text and Context: Understanding 19th Century American Culture: The 19th century is the *locus classicus* of the American Studies movement, which sought to establish a new academic field through integrating the study of American literature and history. That this idea is now well-established, even old-fashioned, is a testament to the movement’s success, and is reflected in the structure of this course. Our procedure will be to pair classic primary texts (by, for instance, Benjamin Franklin and Frederick Douglass) with distinctive modern interpretations which provide contextual setting. Each ‘text and context’ pairing hits high points of American cultural history in the 19th century (ca. 1780-1914): the American enlightenment and republicanism; the Transcendentalists and radical individualism; the civil war clash of slavery and freedom; and the impact of industrialization, urbanization, and mass society. **(Same as History 2000)**

HONORS 2030 -005 #11962 (SS)
Inquiries in the Social and Behavioral Sciences
TR 11:00-12:15 Mushaben, J. 333 SSB

Comparative Politics of Europe: The forces of nationalism have long dictated the fates of European citizens, culminating in two world wars and a forty-year division of the continent into Eastern and Western spheres of influence. The collapse of state socialism in the East, symbolized by the opening of the Berlin Wall in 1989, coincided with a grand design to intensify the integration of European politics. But just as Europeans psychologically adjusted themselves to embrace a new era of peace, cooperation and eventual prosperity, they were again torn asunder by the self-inflicted atrocities of the Balkan region.

This course will begin with an investigation of the “classical features” of the postwar order itself. We will then broaden our analysis to incorporate more recent developments along four thematic lines, based on a number of national “case studies.”

We will also weave our way through the formidable maze of institutions and regulatory powers euphemistically known as the European Union. Students will have the opportunity to gain first-hand experience with EU policies and decision-making mechanisms by putting together proposals and “prepping” a delegation for the **Midwest Model EU simulation**, which takes place every April in Indianapolis (those who prepare and participate directly in this weekend event will be entitled to one additional hour class credit).

Grades will be based on class participation, one exam, and three short papers.

(Same As Political Science 2510)

HONORS 2030 -006 #11963 (SS)
Inquiries in the Social and Behavioral Sciences
M 3:30-6:00 Feigenbaum, S. LeGras

Entertainment Economics: The Movie Industry:

This course provides two perspectives on the interrelationship between economics and the movie industry. *First*, it focuses on economic factors that have influenced the way in which movies are produced, distributed and exhibited. For example: economic determinants of the rise and fall of the studio system; the impact of technological change on movie production, pricing, and competition; and the economic impetus for battles over ownership of creative rights to films. *Second*, it identifies the economic viewpoints and popular economic beliefs espoused through film, and evaluates their soundness to assess how effective the movie industry has been in promoting the economic literacy of its viewership.
(Same As Economics 1500)

HONORS 2050 -001 #11964 (NS)
Inquiries in the Natural Sciences
W 1:00-3:30 Bourne, C. C307

Epidemics, Emerging and Re-Emerging Diseases:

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

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

public figures like Bono and Bill Gates provide enough money and publicity to eradicate these scourges from the face of the earth?

Class meetings will include discussion and analysis of assigned books, videos and current research articles with class exercises and group presentations. Two ten page papers.

HONORS 2050 -002 #11965 (NS)
Inquiries in the Natural Sciences
TR 9:30-10:45 Hart, D. LeGras

Human Diversity and the Concept of Race: The idea that humanity can be divided into races has no grounding in science. Biological, anthropological, and genetic research constantly adds to the overwhelming evidence that members of the human species are extraordinarily similar and that our slight morphological differences are found on a continuum rather than in neat groupings called races. We will explore how race relates to culture and biology, including the environmental significance of skin color, the history of racial categorization as a political tool, human variation on a physiological level, and the myth of race and IQ.

This inquiry-based seminar will approach a highly-charged topic with objective scientific facts. Be ready to dispel any preconceived notions! Class meetings will combine seminar discussions, labs, films, and group research activities.

HONORS 2050 -003 #18153 (NS)
Inquiries in the Natural Sciences
TR 11:00-12:15 Feldman, B. LeGras

Science in the News: The students in this small discussion seminar will read about, discuss, debate, and write essays on selected topics that have received much recent attention in the news. Topics might include the use and abuse of antidepressants drugs, the biological effects of electromagnetic fields, global warming, theories of intelligence based on race (The Bell Curve vs. The Mismeasure of Man) and psychokinesis. The students will write a long paper and present an oral report on a scientific topic of their choice.

HONORS 2060 -001 #11966
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 #11967

Inquiries in Education

R 1:00-3:30 Hensley, T. Legras

Honors Introduction to American Schools: While meeting the requirements of the 2211 course in the College of Education, 2070 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 is of value to students considering careers in other professions. 2070 is recognized as an elective history course. **(Same as ED 2211, HIS 2000)**

HONORS 2310 -001 #11968 (H, CD)

Cultural Diversity in the Humanities

T 1:00-3:30 Eckelkamp, E. LeGras

The Way of the Warrior: Samurai Tradition in Japanese Literature and Film: 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 Anthropology 2191 and Japanese 2150)**

HONORS 3010 -001 #11969

Advanced Honors Seminar in the Humanities

R 2:30-5:00 Steen, I. C209

Free Will and Moral Responsibility: It has become a platitude to assert that human beings have free will. Free will is considered the backbone of much moral thought as well as theology. Some careful thinking about things we already know, however, reveals that perhaps we don't have the kind of free will we usually attribute to ourselves. This brings us to the question, what is free will, exactly? What kind of freedom must we possess in order to be morally responsible for our actions? Is it possible that we are not morally responsible for our actions, after all? We will discuss some of the most influential papers on these topics, as well as some movies that bring them alive. This course

should be of particular interest to students interested or majoring in Social Work, Sociology, Psychology, Pre-law, Pre-Med and many others.

(Same as Philosophy 4451)

HONORS 3010 -002 #11970

Advanced Honors Seminar in the Humanities

M 2:00-4:30 Gentile, K. C307

Jane Austen: Fiction and Film: Along with Shakespeare, Jane Austen's work continues to inspire devotion and admiration, as evident in many recent films and proliferating clubs and cults around the world. In contemplating the significance of Jane Austen to her time and ours, we will read all the completed novels and view several film versions of the major novels. We will also study the historical/cultural contexts of late 18th and early 19th-century Britain as represented in both novels and films. Course requirements will include short papers and reports, as well as a final research paper.

(Same As English 4930 and WGS 4930)

HONORS 3010 -003 #11971

Advanced Honors Seminar in the Humanities

MW 11:00-12:15 Ebest, S. SS 449

Irish American Women Writers: In this seminar we will examine feminist literary history as evidenced in the novels of contemporary Irish-American women writers since 1960. The context will be set with relevant biographical, feminist, and religious information; readings will proceed with key novels in each decade from 1960 to present. Course requirements include response journals, an oral report, and a final research paper.

(Same as English 4900 and WGS 4937)

HONORS 3010 -004 #11972

Advanced Honors Seminar in the Humanities

W 2:00-4:30 Baldus, K. LeGras

18th Century Novel: What Was New about the Novel? This course begins by exploring a literary world without novels. In the midst of revolutionary changes occurring in the social and political realm, English authors in the eighteenth century introduced the novel as one expression of the cultural obsession with all things new and innovative. We will consider many of the eighteenth-century experiments with the style and structure of the novel: novels told through letters, sentimental novels and gothic novels, among others. Our readings will also explore modern critics' theories of the novel as well as documents revealing cultural features such as economic developments, class structures and constructions of gender. Student responsibilities will include informal writings, a short essay and a final analytical essay incorporating scholarship of the novel. Students will also prepare class presentations on particular novel genres or cultural events.

(Same As English 4450)

HONORS 3010 -005 #11973
Advanced Honors Seminar in the Humanities
TR 3:30-4:45 Gerth, D. C307

Woody Allen and His Influences: With over 40 film credits as a director, plus numerous others for writing or acting, Woody Allen is one of America's most prolific filmmakers. Within this large body of work, he has been able to touch on everything from the very silly (pratfalls and puns) to the very serious (the meaning of life and questions of the existence of God) – often in the same film. This course will examine representative examples of Allen's films from the peak years of his career – including *Annie Hall*, *Interiors*, *Manhattan*, *Zelig*, *Hannah and Her Sisters*, and others. And, as Allen is a film-maker who is well-versed in not only cinema and comedy, but also philosophy, psychology, and other areas, we will also examine the works of other major artists and thinkers whose influence is notable in Allen's films. Included will be selections from Sartre, Freud, Bergman, the Marx Brothers, and others.

Thursday classes will meet at the traditional 3:30-4:45 time. Tuesday classes, however, will often include film introductions and then screenings, frequently resulting in ending times of approximately 5:15. Please make sure that your schedule can accommodate these times before registering.

HONORS 3020 -001 #11975 (WC)
Advanced Honors Seminar in the Fine and Performing Arts
TR 3:30-4:45 Friedline, G. LeGras

Nature Writing: Albert Einstein once claimed: "Look deep into nature, and then you will understand everything better." Even before Einstein made this profound claim, naturalists, poets, and other writers contemplated the relationship between the natural world and its human tenants. Their impressions and insights are part of an evolving genre we call Nature Writing.

In this Nature Writing course, students will be encouraged to indulge in creative literary expression. But they will also be invited to consider literary style and the history, conventions, and forms of nature writing. Course work will include assigned readings, formal and informal creative writing assignments, and workshops in which students will provide and receive feedback on their original works. Selected published works by writers who have explored nature and our potential to learn from looking at the natural world more closely provide a basis for class discussion of content and craft. Writing assignments--including journals, poetry, narrative, and essay--allow students to experiment with and polish their skills in a variety of genres. The final project will be a writing portfolio comprised of works developed throughout the semester.

HONORS 3020 -002 #11976
Advanced Honors Seminar in the Fine and Performing Arts
T 4:30-7:00 Petzall, J. Seton

The Female Gaze: Media Myths of Motherhood: This course will question the myths surrounding idealized and demonized motherhood norms. Single mothers, stepmothers, poor mothers, mothers-of-color, and "old" mothers are often negative targets. Whether a mother is adequately suspicious of Halloween candies, childhood inoculations, or Disney cartoons, somehow the media says it isn't enough. If a mother works because she has to, or because she wants to; or if she wants to home-school her children or let them walk to school while she goes back to college, her own intuitions fall under suspicion. If she takes care of her elderly mother, or moves with her family to a far, distant city, she likely pays a price of guilt – while she never gets paid. From ancient child-sacrifices to contemporary child-worship, from female body image to a woman's bodily security, this course will explore how women can define their own standards for mothering, for balancing work with family, and for being a woman. It will address how we can actively require safer cultures for motherhood – public policies and traditions that support realistic mothering values which benefit future generations. It will highlight ways to create new options that address old, (even ancient), challenges around the meaning and practice of *motherhood*.

Each week we will screen at least one independent documentary film that will present realities to counter Western mass media distortions of motherhood, in addition to discussions of our required readings. We will also draw upon depictions of mothers from mass media, poetry, and fiction, feminist theory, memoir, and film – as well as your own creative writings.
(Same as WGS 4300)

HONORS 3030 -001 #11977
Advanced Honors Seminar in the Social and Behavioral Sciences
TR 2:00-3:15 Hankinson, C. C307

Politics and Pop Culture: We live in a world where the lines between entertainment and politics have become increasingly blurred. Movie and sport stars run and are elected to public office, candidates are marketed like toothpaste, and our favorite TV shows, movies, and songs are often filled with political content. This course examines the role that the entertainment media (particularly music, television and film) plays in shaping the political attitudes of Americans, particularly young adults. In addition to reading social science and cultural studies research in this area, students will listen to and/or view a number of songs, television programs and movies that contain political content or have been shown to influence the socio-political values of their users. It should be noted that this is not an

“appreciation” class: students will be required to examine topics through the eyes of a scholar, not a consumer.
(Same as Political Science 3390)

HONORS 3030 -002 #11978 (Global Awareness)
Advanced Honors Seminar in the Social and Behavioral Sciences
MW 11:00-12:15 Brownell, S. C307

China: After the Beijing Olympics: The 2008 Beijing Olympic Games focused the world’s attention on China, and in the West many politicians and activists hoped that the Games would bring about political changes. In this course we ask whether the Olympic Games changed China by looking at the thirty years of economic reforms leading up to the Olympics, the changes brought by the Olympics, and the things that did not change. We will assess changes that may be likely in the near future, and analyze the disagreements between China and the West about what is best for China. The instructor lived in Beijing in the year leading up to the Olympics and during that time engaged in collaborative work with government offices, the Olympic organizing committee, Chinese and Western Media, etc. The course content is based on her personal experiences during 25 years of involvement in Chinese sports.
(Same As Anthropology 3291)

HONORS 3030 -003 #11979
Advanced Honors Seminar in the Social and Behavioral Sciences
MW 9:30-10:45 Glant, T. C307

Topics in American Art: Race, Crime and Horror in American Film: Race, crime, and horror mingled in a most peculiar way in American culture after the new immigration and before World War II in American film and popular culture. Organized crime became the issue of the day, and escapism brought about supernatural crime fighters (Batman, the Shadow), defense attorneys (Perry Mason), hard-boiled detectives (Sam Spade, Philip Marlowe), society sleuths (Philo Vance), “privateers” (the Saint), freelance war heroes (Bulldog Drummond), and oriental mystics (Charlie Chan, Mr. Moto, Mr. Wong). Crime, and especially gangsters terrorizing the cities, made it to the big screen with the advent of the talkies, and this was carried forward into the borderlands of fantasy and crime in horror classics including the Fu Manchu films of Boris Karloff and the various cliffhangers featuring Bela Lugosi. Please note that the course depends heavily on multimedia (both video and DVD) and the internet.
(Same as History 3000)

HONORS 3030 -004 #11980
Advanced Honors Seminar in the Social and Behavioral Sciences
M 9:30-12:00 Koziol, C. Seton 19

Sex Trafficking in Cross-Cultural Perspective: This course focuses on issues of the international sex industry,

including human trafficking and prostitution, currently the third largest global black market after drugs and weapons.

We will be evaluating the history and practice of sex trafficking and slavery across countries in Europe, Asia, Africa, South America, and North America. Because the primary victims of sex trafficking are women and children, we will be focusing on issues of gender, vulnerability, and violence against women treated as commodities within the context of nationality, ethnicity, and class. We will evaluate aspects of the practice including power structures, process, organization and structure of the industry, and consumer base. We will examine the roles of political, economic, and military institutions in these transactions, with particular emphasis on voluntary (immigration) and forced (displacement) national and international population migration. Finally, we will look at current legislation and methods to affect this growing problem, especially in the United States. This course should be strongly considered by students interested or majoring in Criminology, Sociology, Pre-law, WGS and many others.
(Same As Anthropology 3236 and WGS 4350)

HONORS 3060 -001 #11981
Advanced Honors Seminar in Business
MW 2:00-3:15 Kuehl, C. C209

Entrepreneurship, Innovation, and the Environment: This course will describe the threats and opportunities created by global climate change; provide the background information necessary to understand the problem; examine the role of business, government and individuals in creating the problem, and in providing solutions; and offer students the opportunity to participate in a project focusing on environmental improvements for a local business, university or government agency. Students will participate regularly and extensively in discussion. Members of the class will also be required to conduct internet searches to update and supplement the text or other printed information used in class. In addition students will be part of a team researching environmental issues originating in a business, school or government office. The project will culminate in a report to include background investigation, problem analysis and recommendations for the host organization.
(This course was formerly titled, “Environmental Stewardship.” If you have taken “Environmental Stewardship” you should NOT take this course.)
(Same As Business Administration 3198)

HONORS 3100 -001 #11983 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
TR 12:30-1:45 Staff C309
(See Section 004 for course description)

HONORS 3100 -002 #11984 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
TR 2:00-3:15 Walterscheid, K. C309
(See Section 004 for course description)

HONORS 3100 -003 #11985 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
MW 11:00-12:15 Nye, M. C209
(See Section 004 for course description)

HONORS 3100 -004 #11986 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
MW 12:30-1:45 Clark, H. LeGras

All transfer Honors students are required to take this junior-level course, unless their major requires a specific junior-level writing class. Four-year honors students may take 3100 as their required, junior-level writing course and it will count as an honors seminar.

Honors Writing in the Sciences 3160 fulfills the University requirement for a junior-level course in communicative skills, subject to the approval of the student's major department.

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 #11987 (WC)
Honors Writing in the Sciences
TR 11:00-12:15 Friedline, G. Seton 19

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 model 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 option.

HONORS 4100 -001 #11989
Independent Portfolio Writing
ARR Staff

****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 #11990
Independent Portfolio Writing
ARR Staff

****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 #11991
Independent Portfolio Writing
ARR Hensley, T.

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

Independent Portfolio Writing: This one or two-hour course is designed for students seeking positions in pre-school, elementary, middle, or high school education. Working primarily in individual consultations with an instructor, you will focus on developing a professional portfolio that will assist you in preparing for employment.

Following a group orientation session at the beginning of the semester, individual conferences will provide assistance in writing drafts and revisions of documents. The course will include resumes, cover letters, educational autobiographies, rationales, teaching philosophy, and 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. To gain the most from Honors 4100, Section 3, you are encouraged to take the course during the semester in which you student teach.

INDEPENDENT/INTERNSHIP SECTIONS

***** Please remember that ALL honors students must fulfill a six-hour Independent Study requirement to receive their Honors Certificate. For more information on this requirement and possible ways to fulfill it, please see our website or contact Birgit Noll.*****

HONORS 4900 -001 #11992
Independent Study in Honors
ARR Bliss, B.

HONORS 4900 -002 #11993
Independent Study in Honors
ARR Friedline, G.

HONORS 4900 -003 #11994
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -004 #11995
Independent Study in Honors

ARR Gleason, N.

HONORS 4900 -005 #11996
Independent Study in Honors
ARR Baldus, K.

HONORS 4900 -006 #11997
Independent Study in Honors
ARR Hankinson, C.

HONORS 4900 -007 #11998
Independent Study in Honors
ARR Noll, B.

HONORS 4900 -008 #11999
Independent Study in Honors
ARR Hensley, T.

HONORS 4910 -001 #12000
Independent Study: Internships
ARR Noll, B.

HONORS 4915 -001 #12001
Independent Study: Off Campus, Online Internship
SPECIAL CONSENT REQUIRED
ARR Noll, B.