

PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Fall 2010 Courses

AHG=fulfills American History & Government requirement; CD=fulfills Cultural Diversity requirement; GA=fulfills Global Awareness 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 #11762
Freshman Composition
TR 9:30-10:45 **Dennis Meier.** **C209**

HONORS 1100 -002 #11763
Freshman Composition
MW 12:30-1:45 **Dwiggins, K.** **Seton 19**

HONORS 1100 -003 #11764
Freshman Composition
TR 11:00-12:15 **Ayes, O.** **LeGras**

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 #11765 (H)
Western Traditions: Humanities
MW 2:00-3:15 **Weber, K.** **Seton 19**

Men and Women in Popular Culture: *Star Trek* introduced Americans to a multiracial crew working together to explore space during a period of racial tension. Songs such as "Blowing in the Wind" and "We Shall Overcome" encouraged Americans protesting against the Vietnam War and on behalf of Civil Rights. Pop culture has the ability to shape the way we see the world and each other, from our views about race and world events to our view of ourselves and others.

In this course we will examine the role pop culture plays in forming our ideas about gender. What is a hero/heroine? What do we value in masculinity and in femininity? What double standards exist and how are they harmful to both men and women? What impact do these messages have on society? Should we do something to change the messages in popular culture? We will address these questions and others as we examine such pivotal figures in pop culture as superheroes, sex symbols, action heroes, nerds, and romantic leads. We will use film, music, television, comics, and other media from the 1930s to the present throughout the course to examine, from Superman and Scarlet O'Hara to Buffy Summers and Edward Cullen, what it means to be masculine or feminine in American popular culture.

HONORS 1110 -002 #11766 (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 #11767 (H)
Freshman Symposium: Cultural Traditions I
MW 9:30-10:45 **Schuman, R** **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 #11768 (H)
Freshman Symposium: Cultural Traditions I
MW 2:00-3:15 **Friedline, G.** **Seton**
 (See Section 001 for course description)

HONORS 1200 -003 #11769 (H)
Freshman Symposium: Cultural Traditions I
MW 12:30-1:45 **Gerth, D.** **Seton**
 (See Section 001 for course description)

HONORS 1200 -004 #11770 (H)
Freshman Symposium: Cultural Traditions I
TR 12:30-1:45 Schuman, R. Seton
(See Section 001 for course description)

HONORS 1200 -005 #13547 (H)
Freshman Symposium: Cultural Traditions I
MW 11:00-12:15 Baldus, K. Seton
(See Section 001 for course description)

HONORS 1230 -001 #11771 (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 #11772 (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 #11773 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 2:00-3:15 Hankinson, C. C307

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

HONORS 1310 -001 #11774 (H, CD)
Non-Western Traditions: Humanities
TR 9:30-10:45 Walterscheid, K. C309

Family and Identity: In this course, students will read texts from India, China, and Africa and examine the ways that culture influences family structure and personal identity. We will investigate the importance of arranged marriage, romantic love, co-wives, treatment of children, extended families, dowries, veiling, religious attitudes, gender roles, and state policies toward marriage and the family. Authors include Khushwant Singh, Mahasweta Devi, 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 #14618 (H, CD)
Non-Western Traditions: Humanities
TR 12:30-1:45 Walterscheid, K. C209

Non-Western Culture and Cuisine: This is an introductory seminar exploring the relationship between a society and the food it produces and consumes. Many nonwestern areas and eras will be treated, but the greatest emphasis will be on the Middle East (especially Egypt), Asia (especially India and China), and Central America (especially Mexico). Course topics include the subsistence diet of the masses and the rich cuisine of elites. We will analyze the evolution of wheat-based, rice-based, and corn-based cultures, which will lead to investigation of the connection between beer and writing, agriculture and infection, tea and opium, and corn and cannibalism. Other important topics include the modern fusion of foods and globalization. Why do some peoples eat the things they eat? How does food influence politics? economics? health? Class discussion will be supplemented by demonstrations and tasting of regional cuisines. Grades will be based on active class participation, journals, several short papers, and a presentation.

HONORS 1330 -001 #11775 (SS, CD)
Non-Western Traditions: Social & Behavior Sciences
MW 12:30-1:45 Michael, A. C307

Modern Japanese Cinema: The Japanese film industry, one of the oldest and largest in the world, has produced some of the most accomplished and acclaimed films of all time. Its influence on world cinema can be seen in everything from the philosophies of Star Wars to the stylized violence of Tarantino, and from horror to that most American of genres, the Western. Japanese filmmakers have combined native aesthetic and entertainment traditions with foreign storytelling techniques to produce vibrant works with worldwide appeal.

This course will take a chronological approach to the study of the history and aesthetics of Japanese film, with an emphasis

on the films of the “Golden Age” of Japanese cinema. Students will come away from the course with a familiarity with the great classic directors (Kurosawa, Mizoguchi, Ozu) and major genres (*jidaigeki*, *gendaigeki*, etc.), an understanding of the recurring themes and historical trends within Japanese film, and an appreciation of the interplay between Japanese and Western film industries. Students will learn to approach films critically, and various academic readings on film will be required. Students will be evaluated through class participation, short response papers, and longer papers. Film screenings take place both inside and outside class time.

HONORS 2010 -001 #11776 (H)
Inquiries in the Humanities
MW 11:00-12:15 Gavin, J. 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 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 1160-002)

HONORS 2010 -002 #11778 (H)
Inquiries in the Humanities
TR 2:00-3:15 Gerth, D. Seton 19

Contemporary American Cinema: Wes Anderson: In March 2000, after just two feature films, *Esquire* magazine crowned Wes Anderson as “the next Martin Scorsese” and Scorsese himself contributed an essay praising Anderson as a “special kind of talent” who conveys the “simple joys” of human interaction with a “richness” that “is rare in movies.” Even after only two films, it was difficult to deny Anderson auteur status. With its obsessively crafted and layered visual detail and soundtrack selections, an Anderson film already looked and sounded like only an Anderson film. It’s now ten years, four additional films, and two Oscar nominations later – a fitting moment to look back at the career of Wes Anderson and discuss his major themes, style, influences, and artistic legacy. Films screened will include *Bottle Rocket* (1996), *Rushmore*

(1998), *The Royal Tenenbaums* (2001), *The Life Aquatic with Steve Zissou* (2004), *The Darjeeling Limited* (2007), and *Fantastic Mr. Fox* (2009).

~~**HONORS 2010 -003 #13979 (H) CANCELLED**
Inquiries in the Humanities
MW 12:30-1:45 Bertram, E. C209~~

~~**Wanting: Love and Loss in 20th Century Literature:**
Writers move through the world as participant and observer, inhabiting both roles at once. Perhaps this is why literature that navigates the territory of love and loss—two of our most profound emotions—accounts for some of the most beautiful and resonant literature we know.~~

~~—To be found *wanting* is to be either in a state of desire, to be lacking, or both. Though it’s often used to describe things, it can apply to people, too, and, in literary tradition, the closest form that expresses both love and loss is the elegy (or the elegiac structure) in which grief is driven by what can only be called love.~~

~~In this course, we’ll read fictional and memoir-based work by Hermann Hesse, Alison Bechdel, Jeanette Winterson, Mark Doty, and others, encountering love for a lover and loss due to death, yes, but also other beloveds and versions of loss as well. Here, we’ll explore the many ways writers seek to reconcile love and loss, turning to language, art, religion, science, and memory along the way.~~

~~—Class will be largely discussion-based, and we’ll read as writers, with an eye toward informing our own writing. At semester’s end, each student will have created a portfolio of work addressing love and loss in a way that is most significant to him or her.~~

HONORS 2010 -E01 #11777 (H)
Inquiries in the Humanities
M 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 #11779 (H, WC)
Inquiries in the Fine and Performing Arts
TR 9:30-10:45 Ayes, O. C307

From St. Louis to the New Yorker: The Fundamentals of Magazine Writing: This class, taught by a professional editor, will teach the basics of magazine writing for both regional and national publications. Students will learn how to write a stand-out feature story, an in-depth character profile, conversational service pieces and the art of the vignette. Techniques include structuring and conducting interviews, deciding on an angle and an audience, writing and revising nuanced, descriptive prose, and querying a magazine editor. Various local professional writers will give guest presentations to the class.

HONORS 2030 -001 #11780 (SS)
Inquiries in the Social and Behavioral Sciences
MW 12:30-1:45 White, L. C309

The Rule of 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.

(Same as Criminology and Criminal Justice 3290-014)

HONORS 2030 -002 #11781 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, R. LeGras

Disasters: Nature's Fury vs. Man's Resolve: In most cases there was not a warning. In an instant, everyone's world was turned upside down and many people quickly lost their lives. Join us as we examine the historical significance of some of the globe's great natural and man made disasters. In this class we will analyze such stories as Hurricane Katrina, the 1906 San Francisco Earthquake, the eruption of Mt. St. Helens, the Space Shuttle Explosions, and many other disasters that have impacted recent civilization. Although this is a history based course, it will probe into the social, political, and economic consequences that may have contributed to the tragedy, as well as the various affects that the disaster had on the community's aftermath.
(Same As History 2000)

HONORS 2030 -003 #11782 (SS)
Inquiries in the Social and Behavioral Sciences
M 2:00-4:30 Hankinson, C. C307

Grassroots Democracy: This course marks an exciting opportunity to explore the importance, rationale, and procedures of citizen engagement in government. The belief that individuals should be given a voice in their governance appeals to our democratic ideals and in fact, has long been identified internationally as one of the unique aspects of the United States. However, it is often difficult to get people to participate or take an active interest in policy making. Since "active" citizenship is essential to fulfilling the democratic promise, this class will explore how to initiate and maintain meaningful civic/public/citizen participation. Particular attention will be paid to political participation at the local community level.

This course is intended to be as practical as possible and, as a result, students are required to complete at least 15 hours of service-learning during scheduled class time. Partnerships with community organizations in Normandy have already been established and students will be able to choose between the following focus areas to complete their service learning requirement: public health, education, housing and real estate, research and evaluation of community based needs, community engagement, and community development.

Since this is an academic endeavor, the issue of citizen participation cannot be confined to the practical. To this end, we will spend the remaining class time exploring various arguments related to active citizenship and participatory democracy.

This course will also provide a wonderful backdrop for students to fulfill some of their Honors internship/independent study requirements. Interested students can also register for Honors 4910 – with the approval of the instructor - and volunteer for more than the required service learning hours.

HONORS 2030 -004 #11783 (SS)
Inquiries in the Social and Behavioral Sciences
MW 11:00-12:15 Weber, K. C209

Cultural and Social History of Death and Death Rituals: What does it mean to die? How has death been approached by Western societies over time? Death is something we all share, but also something that each society and individual must learn to make sense of in their own way. Many of the beliefs and practices that we have surrounding death have histories in religious faith, folklore, and regional culture. We will examine death, burial, religious understandings of death, and cultural understandings of death and the dead during this course. While we may include some Middle Eastern, African, or Asian beliefs from time to time the main focus will be Western Europe and the United States.

Topics we will explore will include death in medieval Europe, death practices in colonial, nineteenth century and twentieth century U.S., modern and medieval funerals and burial practices, changing religious beliefs and doctrine concerning the afterlife, vampires, zombies and ghosts. We will also explore various laws, traditions, and beliefs involved with these same

topics, taking note of how race, class, sexual orientation, and gender differences interact with the ideas and practices concerning death.

HONORS 2030 -005 #13607 (SS)
Inquiries in the Social and Behavioral Sciences
TR 11:00-12:15 Uhlmann, A. Seton

Cognition Across Cultures: This is a course about the mind. It is also a course that will blow your mind. Is the world as we know it really the world as it is? Is our common sense really common and really sensical? 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 2050 -001 #11785 (NS)
Inquiries in the Natural Sciences
T 2:30-5:00 Wilson, J. C209

Native Plants of Parks and Open Spaces: This class will investigate native plants of parks and open space common to the greater St. Louis area. Focus will be on recognizing plant families based on standard characteristics, identifying selected common plants by common name, using standard plant reference material, understanding and using standard plant collection, preparation and herbarium mounting techniques. In August to October, the class will meet at the Visitor Center at Forest Park and other outdoor sites as arranged. For the remainder of the course in November and December, the class will be held in the Honors College, on campus. We will have a variety of assignments and one visit to the Missouri Botanical Gardens during class time, so that we are able to learn about the native plants of our area. This unique class should be interesting to students of all majors.

HONORS 2050 -002 #11786 (NS)
Inquiries in the Natural Sciences
MW 11:00-12:15 Bourne, C. LeGras

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 -X01 #14125 (NS)
Inquiries in the Sciences
MW 2:00-3:15 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 streambed of UMSL’s South Campus and the St. Vincent Park natural area. In this course we will unearth these meanings and apply them to the development of systems thinking tools, population thinking, evolutionary ecology literacy and science literacy to understand important features of our urban and natural environment. *Urban Ecology – Populations and Habitats* is a hands-on, environmental studies course in the Honors College which focuses on how organisms and environments interact in creating the grand sweep of life on earth. Students registered for Urban Ecology 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 -X01 #14620 (NS—lab)
Inquiries in Natural Science: Laboratory and Field Work
MW 3:15-4:00 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.X01. Through field and laboratory work, students will observe how individual organisms within a natural population vary and how these variations can, and sometimes do, lead to the development of new species. Environmental change can be a dynamic engine for such growth, and students will discover how to measure and describe environmental change. Students will work in small ecological inquiry teams to contribute to the ongoing natural history of the site (located on Honors College grounds—just beyond the new garage).

HONORS 2060 -001 #13981

Inquiries in Business
TR 9:30-10:45

Uchitelle, B.

Seton 19

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

HONORS 2071 -001 #14729

Inquiries in Education

MW 2:00-3:40

Hensley, T.

LeGras

Honors Foundations of Teaching in American Schools: While meeting the requirements of the 2209 course in the College of Education, students in Honors 2071 will explore the multiple roles and functions of professional teaching including: communication, leadership, management skills, use of technology, and the identification of needs of diverse populations. Portfolio preparation will be introduced. In addition, students will examine the history, organization, and purpose of public schools in the United States. An overview of current educational issues and selected themes will be presented. The course is required for students seeking admission to the College of Education and is a prerequisite to other professional courses. A minimum of 19 field experience hours are required. 2071 is recognized as an elective history course. **(Same as TCH ED 2209, HIST 2071), and it is a 4 credit hour course.**

HONORS 2080 -001 #11788

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 #11789 (H, CD)

Inquiries in the Humanities: Cultural Diversity

T 2:00-4:30

Eckelkamp, E.

Villa 155

Images of Japan: This course will explore historical, cultural and societal images of Japan that have been romanticized by the West. The study of historical, sociological and philosophical writings, Japanese literature, and film will form the basis of this exploration. Topics discussed will include the samurai tradition, the geisha, religion, and the impact of classical art forms on modern day society. 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 3010 -001 #11790

Advanced Honors Seminar in the Humanities

M 9:30-12:00

Carroll, J.

Seton 19

Evolution, Literature and Film: We'll read recent essays on human evolution and evolved human dispositions. We'll also read some essays in evolutionary theory in literature and film, read or watch a few canonical literary texts and films (*Hamlet*, *Citizen Kane*, etc.), compare interpretive accounts based on various literary theories, and locate those theories in relation to an evolutionary understanding of human nature. A weekly quiz and three essay assignments take the place of midterm and final exams. Everyone signs up for several days on which to raise topics for class discussion. **(Same As English 4030)**

HONORS 3010 -002 #11791

Advanced Honors Seminar in the Humanities

R 2:00-4:30

McGinnis, J.

C209

A Metaphysical Study of the Nature of Time: This course will be a metaphysical study of time, lightly informed by contemporary physics. We will seek answers to questions such as whether the passage of time is real or merely a subjective element of how we experience things, whether the past or the future are real, and whether time travel is possible. Other issues related to the philosophy of time are what it means to undergo change, and in what manner things occupy time. We will form a small community of original thinkers whose work should advance current thought on these subjects. No prior coursework in philosophy (or physics) is required. **(Same as Philosophy 4451)**

HONORS 3010 -003 #11792 (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. **(Same as BUS AD 3198-002)**

HONORS 3010 -004 #11794**Advanced Honors Seminar in the Humanities****TR 2:00-3:15****Nigro, K.****Seton**

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

(Same As Women's & Gender Studies 4925 and English 4930)

HONORS 3010 -005 #11795 (GA)**Advanced Honors Seminar in the Humanities****TR 3:30-4:45****Waller, S.****203 Lucas Hall**

Visualizing the Modern City: Impressionism and Post-Impressionism in Paris and London: In the nineteenth century, the urban spaces of London and Paris were transformed and emerged as quintessentially modern cities. For artists from Manet, Monet and Degas to Tissot, Whistler and Sickert, the modern metropolis and the spectacle that played out in streets and public spaces became a primary subject for ambitious painting. Representing the boulevards and cafes of Paris and the bridges and vaudeville stages of London, these artists developed new techniques for representing the contingency and transience of modern life. This course will explore how British and French artists working between 1860 and 1914 came to terms with the modern metropolis. Themes to be considered include the metamorphosis of the urban fabric of Paris and London, the artist as *flaneur* and observer of urban life; the forms and spaces of urban entertainment, women's roles within public and private spaces, the significance of fashion, the impact of railroad and the commodification of leisure activities.

(Same As Art History 4455)

HONORS 3020 -001 #11796 (WC)**Advanced Honors Seminar in the Fine & Perform. Arts****F 2:00-4:30****Friedline, G.****Villa 155**

Advanced Bellerive Workshop: This exciting course is open to all students, pending consent from the instructor, 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. Students will also prepare an individual writing project at the close of the semester.

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

HONORS 3030 -001 #11798**Advanced Honors Seminar: Social & Behavioral Sci.****W 2:00-4:30****Hurwicz, M.****C307**

Medical Anthropology: This course, which is based on discussion, essay writing and a field experience, will actively engage students in exploring the field of Medical Anthropology. It covers (1) ecological, evolutionary, critical and interpretive (theoretical) approaches to understanding epidemics, (2) ethnomedicine, including a historical and geographic overview, (3) application of anthropology to understanding healers and the healing professions in contemporary society, (4) anthropology in medical ethics, and (5) an ethnographic example. Emphasis will be placed on learning that will be useful to professionals working in health-related fields.

This class will be valuable for majors in anthropology (it fulfills the 3000-level theory requirement), as well as nursing, psychology, sociology, biology, other sciences, and particularly pre-med, as it will provides an excellent way to gain the perspective of another discipline on human health and medical issues.

(Same as Anthropology 3212)

HONORS 3030 -002 #11799**Advanced Honors Seminar: Social & Behavioral Sci.****MW 12:30-1:45****Robertson, D.****LeGras**

Federalism and American Political Development: Though Americans rarely appreciate it, federalism has profoundly shaped their nation's past, present and future. Federalism – the division of government authority between the national government and the states – affects the prosperity, security, and daily life of every American. The most bitter and spectacular political conflicts in American history have been fought on the battlefield of federalism – over state's rights to leave the union, government power to manage labor and business, to institute political reform, and to initiate responses to problems of race, corporate autonomy, poverty, climate change, abortion, gay rights and many more. This course traces the impact of federalism on American life and politics since the Constitution. It emphasizes that federalism has been used as a political weapon to shape every major political conflict in American history. It also emphasizes that federalism's impact on American politics, policy and life has developed cumulatively over time. Drawing on the perspective of American Political Development scholarship (or APD), it emphasizes that past choices shape present circumstances, and that a deep understanding of American government, public policy, political processes and society requires an understanding of the key steps in federalism's evolution in American history.

(Same as Political Science 3390)

HONORS 3030 -003 #13983**Advanced Honors Seminar: Social & Behavioral Sci.**
TR 9:30-10:45 Bliss, R. LeGras

Jamestown to Appottomox: Religious Thought in America: From the first colonial settlement at Jamestown (1607) to the great climax of the Civil War (1865), America's religious complection changed radically. Most noticeably, it became diverse, including a multiplicity of Protestant denominations, expanding populations of Catholics and Jews, and a racially-defined set of black churches. Diversity also bred toleration, evangelicalism and religious entrepreneurialism, and most amazing of all, diversity seemed to require, in 1787, the utter separation of church and state. Europe was appalled. But so were some Americans, and in this seminar we will examine how American religious thinkers faced up to religious diversity, rampant evangelicalism, chaotic denominationalism, and the dangerous idea that there should be (in Thomas Jefferson's words) "a wall of separation" between the church and the state.
(Same as History 3142 and History 5142 G02)

HONORS 3030 -004 #14623 (GA)**Advanced Honors Seminar: Social & Behavioral Sci.**
R 2:00-4:30 Rochester, J. LeGras

The New World Order/Disorder in the Post Cold War Era: Since the 1990s, we have been in the "post-Cold War era." In the wake of the World Trade Center bombing in 2001, some say we are now in the "post-9/11 era." Regardless of what one wishes to name the current period in human history, we need to understand the broad trends that are impacting humanity. Are we witnessing the dawning of a new world order, or a new world disorder? What is the world in the span of your lifetime and beyond likely to look like? What will come of the United States? The former Soviet Union? Communist China? The European Union? The Third World? Al Qaeda and the terrorist networks? Nuclear proliferation? The United Nations? The nation-state itself? There are at least as many disintegrative, negative trends today in contemporary world affairs as integrative, positive ones. Scholarly forecasts about the future range from the most bullish and confident ("the 21st century will encompass the longest period of peace, democracy, and prosperity in history") to the most downbeat and skeptical ("why we will soon miss the Cold War" and "is there any hope for mankind?"). In short, we will try in this course to get a handle on the world, based on careful, thoughtful analysis. The course is designed to improve student knowledge in the social sciences, with critical thinking and communication skills among the many to be cultivated.

HONORS 3030 -005 #14624**Advanced Honors Seminar: Social & Behavioral Sci.**
M 2:00-4:30 Navarro, V. C209

Gender, Language and Learning: This course will include a critical investigation of the ways culture and language are implicated in gendered learning and identity processes. Dialogic seminars will draw on theorists such as E. Goffman and M. Bakhtin as well as feminist critiques of language. Assessment will include two essays, discussion board postings,

and a group research project on how communication strategies are shaped by constructed gender expectations.
(Same as Women's & Gender Studies 4350)

HONORS 3100 -001 #11800**Honors Advanced Composition: Jr. Level Writing Req.**
MW 11:00-12:15 Dwiggins, K C307
(See Section 004 for course description)**HONORS 3100 -002 #11801****Honors Advanced Composition: Jr. Level Writing Req.**
MW 2:00-3:15 Dwiggins, K. C309
(See Section 004 for course description)**HONORS 3100 -003 #11802****Honors Advanced Composition: Jr. Level Writing Req.**
TR 12:30-1:45 Torrusio, A. Seton 19
(See Section 004 for course description)**HONORS 3100 -004 #11803****Honors Advanced Composition: Jr. Level Writing Req.**
TR 11:00-12:15 Torrusio, A. Seton 19

All transfer Honors students are required to take this junior-level course, unless their major requires a specific junior-level writing class. Other Honors students are encouraged to take Honors 3100 as their required, junior-level writing course.

Writing the City: Through informal and formal writing assignments, discussion, instruction and research, students will improve their critical thinking, research, discussion and writing skills. The course is designed to help students meet the challenges of college writing and intellectual inquiry and does so by focusing on the city of St. Louis and the specific fields of study of those enrolled in the course. Issues such as depth and development of content, voice, style, tone, correct expression, and research techniques are among the many topics emphasized in this class. Students will write journals and also a minimum of 4 to 5 papers.

HONORS 3160 -001 #11804**Honors Writing in the Sciences**
MW 11:00-12:15 Friedline, G. Villa 155

Writing in the Sciences: As a science or nursing major, are you frustrated by the requirement to take an upper level writing course focused around traditional composition concepts and a series of modal essays? Would you like an alternative that is more appropriate to your future academic and career needs? Are you interested in a writing course that will help you develop successful strategies and techniques for effective communication in your field?

In this course, we will concentrate on the particular types of writing encountered by students and professionals in scientific fields. Our course text covers relevant aspects, forms, and techniques associated with writing in the sciences—including identification, summary, synthesis, evaluation, and appropriate citation and documentation. We will also examine contemporary published writing that models these aspects, forms, and techniques. Emphasis will be placed on precision,

clarity, accuracy, and professionalism. Formal and informal assignments will include routine forms, lab notes, abstracts, reports, presentations, and proposals. These assignments will culminate in a semester project that offers students an opportunity to investigate interesting, relevant, contemporary issues and topics within their major. Near the end of the semester, students will have the opportunity to apply course concepts in an oral presentation developed from their semester project.

Writing in the Sciences fulfills the University requirement for a junior-level course in communicative skills, subject to the approval of the student's major department. This course may not be taken on the satisfactory/unsatisfactory basis.

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

**HONORS 4100 -001 #11805
Independent Portfolio Writing
ARR Wilson, R. ARR**

**HONORS 4100 -004 #14905
Independent Portfolio Writing
ARR Gleason, N. ARR**

****Sections 001 and 004 of 4100 are intended for students who are planning on applying to graduate school. Students may enroll for one-hour credit; however, they may enroll for two-hour credit if they desire additional assistance and work.**

Independent Writing Portfolio: This one or two-hour course is designed for two types of students: those who plan to apply to a graduate program, or those who plan to revise or create significant writing projects. Working primarily in individual consultations with an instructor, you will focus on writing that can make a real difference for your future.

After participating in a group orientation session at the beginning of the semester, you will schedule individual conferences to consult on drafts and revisions of documents. Each student will devise an individual schedule and list of projects with the instructor. Those applying to graduate programs will work on documents like brief reports on various schools or future career opportunities, application essays, curriculum vitae, and revised writing samples. Those revising or creating individual writing projects will work on genres like academic essays, short stories, personal essays, or poetry. Either group of students may also choose to prepare a resume and cover letter to pursue job opportunities.

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

**HONORS 4100 -002 #11806
Independent Portfolio Writing
ARR Baldus, K. 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 #11807
Independent Portfolio Writing
ARR Hensley, T. ARR**

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

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

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

As you work on these projects, you will also reflect on your writing accomplishments during your years at 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 #11808
Independent Study in Honors
ARR Bliss, B.**

**HONORS 4900 -002 #11809
Independent Study in Honors
ARR Hankinson, C.**

**HONORS 4900 -003 #11810
Independent Study in Honors
ARR Gleason, N.**

HONORS 4900 -004 #11811
Independent Study in Honors
ARR Noll, B.

HONORS 4900 -005 #11812
Independent Study in Honors
ARR Baldus, K.

HONORS 4900 -006 #11813
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -007 #11814
Independent Study in Honors
ARR Hensley, T.

HONORS 4900 -008 #13548
Independent Study in Honors
ARR Friedline, G.

HONORS 4900 -X01 #14940
Independent Study in Honors
ARR Bliss, B.

HONORS 4910 -001 #11815
Independent Study: Internships
ARR Noll, B.

HONORS 4910 -002 #14809
Independent Study: Internships
ARR Hankinson, C.

HONORS 4915 -001 #11816
Independent Study: Off-campus Internship
ARR Noll, B.