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# PIERRE LACLEDE HONORS COLLEGE

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University of Missouri-St. Louis

Winter 2004 Courses

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

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**HONORS 1100 -001 #18030 (GE)**  
**Freshman Composition**  
**MW 9:30-10:45 Gretchen Gurujal**

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 1230 -001 #18110 (GE,SS,AHG)**  
**American Traditions: Social and Behavioral Sciences**  
**MW 9:30-10:45 Deborah Henry**

**Mexican Americans, Mexican Immigrants, and the Politics of Gender and Ethnicity:**  
Ethnic Mexicans constitute the largest subpopulation of the nation's Latino population. The number of Mexican Americans and Mexican immigrants grew from 3.5 million in 1960 to approximately 13.4 million in 1990. This growth and its shaping of American identity is increasingly controversial, but not usually considered within its historical context. This course will examine the roots of manifest destiny and the trajectory of territorial expansion that began with the birth of the United States. It will consider the social, economic, political, and ideological factors underpinning this expansion. The course will explore the circumstances leading to the Mexican-American War that occurred less than 60 years after ratification of

the new nation's constitution. Conquest by the United States resulted in Mexico ceding 1/3 of its territory, which now comprises all or part of Arizona, California, Colorado, Kansas, Nevada, New Mexico, Oklahoma, Texas, Utah, and Wyoming. What has been the legacy of manifest destiny and United States conquest? What is the relationship between Mexican identity and United States citizenship? How has gender shaped the historical experiences of ethnic Mexicans within the context of the developing nation in the 19<sup>th</sup> and 20<sup>th</sup> centuries?

Seminar meets Missouri state requirements for American History and Government and a course requirement for a Women's and Gender Studies Certificate.

**Same as ID 2150, section 004**

**HONORS 1300 -00A (H)**  
**Critical Analysis-Lecture**  
**M 12:30- 1:45 Staff**

**HONORS 1300 #18050 (H)**  
**Critical Analysis RSD 0A1**  
**W 12:30- 1:45 Staff**

**HONORS 1300 #18060 (H)**  
**Critical Analysis RSD 0A2**  
**W 12:30- 1:45 Staff**

**HONORS 1300 #18070 (H)**  
**Critical Analysis RSD 0A3**  
**W 12:30- 1:45 Staff**

**HONORS 1300 #18080 (H)**  
**Critical Analysis RSD 0A4**  
**W 2:00- 3:15 Staff**

**HONORS 1300 #18090 (H)**  
**Critical Analysis RSD 0A5**  
**W 2:00- 3:15 Staff**

Critical Analysis is a core course required of all four-year students in the Honors College. In this course, our subject matter is the variety of forms of reasoning in its application to academic and practical problems. We engage in a critical evaluation of the forms and modes of reasoning, first in a general context—abstracting from particular applications—by distinguishing deductive from inductive reasoning, and exploring formal and informal evaluative techniques for each branch of reasoning. Then we look more specifically at scientific, philosophical, moral and aesthetic reasoning, critically evaluating the standards for each. The goal of the course is to develop critical reasoning and analytic abilities that can be applied to every area of academic and practical pursuit, and to heighten awareness of the variety of modes and standards of our rational life.

**HONORS 1310 – 001 #18120 (GE,H)**  
**Non-Western Traditions: Humanities**  
**TR 12:30-1:45 K. Walterscheid**

**HONORS 1310 – 002 #18130 (GE,H)**  
**Non-Western Traditions: Humanities**  
**TR 2:00-3:15 K. Walterscheid**

**Ancient and Contemporary Texts:** This required freshman seminar will introduce intellectual traditions and classic works from several non-Western cultures of different eras and areas, including the Middle East, Asia, Africa, and the Americas. The class will examine myths, religious and political texts, poetry, fiction, history, and autobiography to determine the ways in which peoples of other cultures have thought, felt, and perceived the world around them. Authors include Achebe, Cambell, Eliade, Min, Silko, and Zimmer; readings will be supplemented by a consideration of artistic traditions. Grades will be based on active class participation, several short papers, and a presentation.

**HONORS 131 – 003 #18140 (GE,H)**  
**Non-Western Traditions: Humanities**  
**MW 11:00-12:15 D. Wall**

**Native American Literature and its Contexts:** Although surrounded by main-stream Euro-American culture of clearly Western tradition, American Indian writers offer readers a way into

understanding the very non-Western world views of Native America—a rich and varied tapestry of life and art gaining greater and greater recognition on the increasingly international stage of the 21st-century. This course will survey contemporary Native American writers including Joy Harjo, Simon Ortiz, Linda Hogan, Carter Revard, Louise Erdrich, James Welch, and others.

In conjunction with our readings of contemporary writers, we will read or hear selected critical essays, traditional songs, creation stories, trickster tales, and other material supplying cultural, historical, and political background and context. All readings will engage such matters as Indian identity, ideas of the sacred, the oral tradition, American Indian world views, cultural and spiritual practices, treaty and sovereignty rights, racial issues, and lingering questions about genocide and survival for indigenous peoples. Approximate requirements: a weekly reading journal, active participation in discussion, two in-class presentations, and two 6-8 page papers.

**HONORS 1330 – 001 #18160 (GE,SS)**  
**Non-Western Traditions: Social and Behavioral Sciences**  
**TR 12:30-1:45 Donna Hart**

**HONORS 1330 – 002 #18170 (GE,SS)**  
**Non-Western Traditions: Social and Behavioral Sciences**  
**TR 2:00-3:15 Donna Hart**

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

addition short essay tests and a research paper will be required. Films will supplement assigned readings.

**HONORS 1330 – 003 #18180 (GE,SS)**  
**Non-Western Traditions**  
**MW 2:00-3:15 Deborah Henry**

**Women in the Third World:** In the study of international relations, gender issues remain quite under emphasized and marginal to the "big" question of the world politics and the economic stability. Topics of international study also fail to comprehensibly address a crucial area of inquiry--the effect of international power structures on third world women. In this course, we will look at how the needs and interests of third world women are addressed in various international discourses and practices, how third world women are affected by international, political and economic practices, and how third world women sustain, resist, and transform international power structures.

Seminar meets Missouri state requirements for Cultural Diversity.

**Same as ID 2150, Section 005**

**HONORS 2010 – 001 #18190 (GE,H)**  
**Inquiries in the Humanities**  
**TR 2:00-3:15 J. Mackenzie**

**Empire and Independence: Novels about India:** From the late 18<sup>th</sup> century until Indian Independence in 1947, India was the key possession of the British Empire. This long history, both celebrated and deplored, has been the subject of numerous literary works around the world. In this course we will focus on novels set in India written by 20<sup>th</sup> century English and Indian authors. The novels are thematically unified, all dealing with the British imperial presence in Indian Independence on the crucial decade of the 1940's.

**HONORS 2010 – 002 #18200 (GE,H)**  
**Inquiries in the Humanities**  
**MW 2:00-3:15 Kim Baldus**

**Literature and Social Protest:** This course will examine various authors who have used literature to deliver social protest and initiate

social change. Our readings will range widely through primarily fictional works written in the eighteenth, nineteenth, and twentieth centuries in both America and Britain. Such readings may include works by Jonathon Swift, William Godwin, Elizabeth Gaskell, Sinclair Lewis, and Richard Wright. In addition to investigating the historical and cultural contexts of these fictional pieces, we will consider some central questions throughout the semester: What kind of results have writers achieved with such worlds of fiction? What do the writers gain by "disguising" these protests as fiction? Can "great literature" coexist with an overtly political purpose?

**HONORS 2010 -004 #18220 (GE,H)**  
**Inquiries in the Humanities**  
**R 1:00-3:30 Birgit Noll**

**The Outsider in Modern Literature: "I prefer not to."** Focusing on European and American Literature of the late 19<sup>th</sup> and early 20<sup>th</sup> century, the discussion seminar will introduce students to Bartleby (whose favorite phrase is: "I prefer not to"), Edna Pontellier, Harry Haller, Gregor Samsa, and other well-known outsiders from Russia, the Czech Republic, Germany, France, Britain, and the U.S. We will examine the political, social, economic, and religious forces that contribute to a character's sense of otherness and we will ask which characteristics make these outsiders so attractive to readers and writers alike. Which aspects of the outsider do we as readers relate to? What do authors gain by focusing on characters who have checked out voluntarily or have been marginalized by forces beyond their control? By comparing European and American stories and novels we will examine whether the outsider's experience is fundamentally different in the new world and the old.

Readings will include worlds by James Baldwin, Kate Chopin, Edith Wharton, Fyodor Dostoevsky, Mary Ann Evans (better known as George Eliot), Nicolai Gogol, Hermann Hesse, Thomas Mann, Jean-Paul Sartre, and Virginia Woolf. Because we will have to read many of our texts in English translation, we will occasionally consider the interpretive choices our translators make in moving from one language to another (NO KNOWLEDGE OF FOREIGN LANGUAGES REQUIRED).

**HONORS 201 – 005 #18460 (GE,H)**  
**Inquiries in the Humanities**  
**MW 1:00-2:15 Birgit Noll**

**American Writers Abroad:** In our 21st century we are so used to fast and convenient air travel that we tend to forget how dangerous and time-consuming transatlantic voyages were in the 19th and early 20th centuries. And yet American writers, from Washington Irving to the "lost generation" of the 1920's, spent weeks aboard ships as they crossed the Atlantic or Pacific oceans in their quest for adventure, travel or even residence in far-away cultures. Melville traveled the world's oceans aboard whalers and wrote about his experiences with the natives of South Sea islands. Others braved rough seas in order to reach such European cities as London, Paris, Rome, Madrid, to name only a few. These writers often stayed abroad for years and chose to write in exile.

In this discussion seminar we will explore why American writers left their country to live and work abroad. What did they find attractive about foreign lands and their cultures? Were they looking for more artistic freedom and appreciation in Paris, for example, than their own New York could offer? In what ways did seeing the ruins of ancient Rome or the cathedrals of France and Germany impact their writing? How was their view of their homeland altered by their experiences abroad? We will explore these and similar questions by reading the letters, travel journals, stories, and novels of some of our best-known writers, among them Margaret Fuller, Herman Melville, Mark Twain, Edith Wharton, Zelda and F. Scott Fitzgerald, James Baldwin, Gertrude Stein.

**HONORS 201 – 006 #18470 (GE,H)**  
**Inquiries in the Humanities**  
**MW 2:30-3:45 Ron Ebest**

**Gods and Monsters:** This course will explore the literary history of several of the most influential archetypes in contemporary popular Western culture. Its purpose is to introduce students to the study of literary history, as well as to acquaint them with the historical, philosophical, and psychological backgrounds behind (and developing from) some legends, that, despite their antiquity, continue to influence popular thought. A list of questions to explore

will include: Who was Vlad the impaler *really*? What impact did a rabies epidemic have on the author of *Dracula's* understanding of vampirism as a disease? What does the study of galvanic electricity have to do with Mary Shelly's *Frankenstein*? Who was James Whale, and why does he rival Shelly for importance in the history of the Frankenstein legend? What is behind the Cohen brother's film *Oh, Brother, Where Art thou?* and what does it have in common with James Joyce's novel, *Ulysses*? What compelled both Mark Twain and George Bernard Shaw to write biographies of Joan of Arc? And why is Hannibal Lecter the most popular character in contemporary American films? With texts, film clips, and historical and philosophical backgrounds, we will try to answer these (and other) questions.

**HONORS 202 – 001 #18490 (GE,H,WC)**  
**Inquiries in the Humanities**  
**TR 4:00-5:15 G. Irwin**

**Writing the Natural World:** This course will consist of discussion and analysis of students' creative essays concerning the natural world, study of basic styles and techniques of good nature writing and an extensive reading of modern and some not so modern authors who write about nature.

Students will be expected to keep a writer's journal, write creative nonfiction essays and carefully read and analyze the work of published essayists. Each student will submit a minimum of three or four essays during the semester. The essays will be edited, revised and submitted as a twenty-five to thirty page portfolio at the end of the semester.

The readings will include essays by Henry David Thoreau, Charles Darwin, Farley Mowat, Annie Dillard, Gretel Ehrlich, Edward Hoagland, Edward Abbey, Diane Ackerman, Rick Bass, Barry Lopez and others.

Some fieldwork will be included in this class.

**HONORS 202 - 002 #18495 (GE,H,WC)**  
**Inquiries in the Humanities**  
**TR 11:00-12:15 G. McDonald**

**Creative Writing:** By reading various selections of short stories, essays, and poetry, students will analyze what it means to write creatively. They will explore the basics of short story, essay, and poetry writing through a series of assignments, video presentations, and readings. Seminar discussion and participation are vital to this class. Students will submit several informal writings, as well as five projects. This course meets a humanities requirement and is also applicable toward the Certificate in Writing.

Students will be assessed according to seminar participation based on on-going informal writings, group projects culminating in oral and media presentations, and formal creative writing assignments (essay, short story, poetry), polished through peer editing and guided draft revisions.

**HONORS 202 – 003 #18500 (H,WC)**  
**Inquiries in the Fine and Performing Arts**  
**MW 11:00-12:15 Chas Adams**

**Bridges to Childhood:** This is a creative writing course with a focused twist. If you were ever a child, if you enjoy reading fiction, poetry and essays about childhood, or, if like Peter Pan, you never grew up to begin with, this is a course for you. This writing course will consist of extensive reading of modern and near-modern authors writing about childhood, combined with workshop-style discussion and analysis of student-written work in the genre of choice. When writing about childhood, either your own or in the "well-told lie," we will strive to make connections between things that may appear unconnected and absurdly incongruent, which they often do to children. This way, the creative process is at its most wildly imaginative and its most rigorously logical. Bringing both imagination and logic into this course ups the ante for the creative types and allows those who think they "aren't creative" to find an accessible entry point. All are invited to build a literary bridge to childhood in this supportively creative environment.

**HONORS 203 - 001 #18505 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 12:30-1:45 L. Sargent**

**The Marxist Heritage:** No description available.  
**Same as Political Science 269**

**HONORS 203 – 002 #18530 (GE,MS,SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**WF 9:30-10:45 Rochester/Osborne**

**HONORS 203 RSD 0A2 (GE,MS,SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**F 11:00-11:50 Rochester/Osborne**

**HONORS 203 LAB 002 (GE,MS,SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**F 12:30-4:00 Rochester/Osborne**

**Global Ecology:** This highly innovative interdisciplinary course is really 2 courses in one (**totaling 6 credit hours**), team taught by the Biology Department and the Political Science Department. Students enroll for 3 credits of political science (Hon 203/PS 085) and 3 credits of Biology (Hon205/Biology 130). The primary objective of the course is to get students to think about ecology in a manner that combines natural science and social science perspectives (how science and society impact each other) as well as local and international dimensions (a global view). The course will cover the waterfront from acid rain to zero population growth, including global warming, ozone layer deterioration, river and ocean population, desertification, deforestation, species extinction, food production and scarcity, energy conservation, hazardous wastes, economic development, and other topics—discussing both the underlying scientific aspects of the phenomena as well as the politics of environmental problem solving nationally and internationally. What is the nature and magnitude of these problems? How is humanity attempting to respond? Should we be optimistic or pessimistic about the future? This course will combine lectures with discussion activities along with labs and field trips.

**Same as Political Science 085**

**STUDENTS ENROLLED IN THIS COURSE MUST ALSO ENROLL IN HON 205-001.**

**HONORS 203 – 003 #18540 (GE,SS)**

**Inquiries in the Social and Behavioral Sciences**

**MW 9:30-10:45**

**M. Skele**

**Ancient Egypt: Gift of the Nile:** Over 5000 years ago, there arose on a long oasis the first great empire on Earth. Because of the Pyramids, we often think the ancient Egyptians were obsessed with death, but they were in reality celebrants of life, collaborators with the masters of the universe to keep the world from slipping back into chaos. In this course we will ask how and why it all came about, how it sustained itself, and how it gave the world its own great gifts. Grades will be based on three in-class essays and a research paper to be presented to the class.

**HONORS 203 – 004 #18550 (GE,SS)  
Inquiries in the Social and Behavioral Sciences**

**TR 3:00-4:15**

**M. Cosmopoulos**

**Palaces, Temples, and Graves: Greek Archaeology and Mythology:** This course examines the myths, rituals, and religious beliefs of the ancient Greeks. It aims at providing an in-depth knowledge of the Greeks' understanding of life, death, and the supernatural by examining the relevant archaeological, literary, and iconographic evidence. Specifically, the course analyzes Greek mythology, religion, and society through the fascinating archaeological discoveries at major Greek sites and the relevant evidence from Greek poetry, tragedy, and the visual arts.

**Same as Anthropology 290-001 and Art History 105**

**HONORS 203 – 005 #18560 (GE,SS)  
Inquiries in the Social and Behavioral Sciences**

**MW 11:00-12:15**

**M. Skele**

**The Mississippians: Art, Archaeology, and History:** Around the cusp of the turn of the first millennium, there flourished in Eastern North America a vast cultural complex we call Mississippian. Cahokia Mounds was their greatest city, with populations of 10,000-20,000 souls during its peak. Where did the Mississippians come from? What were they like? What happened to them? This course will explore these questions through the

archaeological record, historical documents, and visits to museum collections and Mississippian sites in the area. Grades will be based on individual research projects presented by students.

**HONORS 203 – 006 #18580 (GE,SS)  
Inquiries in the Social and Behavioral Sciences**

**MW 3:00-4:15**

**S. Brownell**

**The Anthropology of Sport and the Olympic Games:** This course is an overview of sports in different times and cultures. It offers a comparative perspective on similarities and differences between sports in Western and non-Western cultural traditions through an examination of such topics as the ancient Greek Olympic Games vs. sports in ancient China and Japan; the use of sports in the British empire to colonize non-Western subjects; the development and spread of the modern Olympic Games; sports and nationalism in China; sports and nationalism on the US-Mexico border. Particular attention will be paid to the relationships between sport and gender, social class, ethnic/racial identity, and nationalism.

**Same as Anthropology 291-002**

**HONORS 203 – 007 #18585 (GE,SS)  
Inquiries in the Social and Behavioral Sciences**

**TR 9:30-11:00**

**M. Colona**

**The Art of Forensic Debate:** While there are several formal types of speech and debate, we will focus primarily on honing a student's skills to extemporaneously analyze a set of given facts and scenarios, synthesize additional outside information, formulate a premise and supporting facts, and then effectively communicate said premise to an audience. The goal is to focus the student's ability to enter any situation and be able to use critical thinking and communicative skills to effectively and successfully argue a position. Skills the student learns here will be universal skills that will be used for the remainder of the student's academic and career path. Some travel and competition to various tournaments may be required and is at the discretion of the instructor.

(Michael Colona is a practicing trial attorney with experience in both civil litigation and criminal law.)

**HONORS 203 – 007 #18587 (GE,SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 9:30-10:45 J. Mushaben**

**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 the 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.” They are 1) *political decision-making and sovereignty*, as affected by the processes of regional integration and “globalization;” 2) *national identity*, particularly as it has been affected by mass migration since 1989; 3) the transformation of the *welfare state*, as the by-product of “international competitiveness;” and 4) the impact of *democratization* and *privatization* in Eastern Europe, especially as it pertains to the political/economic rights of women.

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 251**

**HONORS 205 – 001 #18610 (GE,MS,SS)**  
**Inquiries in the Natural Sciences**  
Description and times are the same as 203-002.\*  
**Same as Biology 130**

**\*Students enrolled in this class must also be enrolled in Global Ecology (HON 203-002).**

**HONORS 205 – 002 #18620 (GE,MS)**  
**Inquiries in the Natural Sciences**  
**TR 9:30-10:45 R. Schwartz**

**Global Energy Crisis:** The seminar will investigate the history of energy consumption and the prospects for future energy sources. The basic physics of energy will be explored, with emphasis upon both non-renewable energy sources (fossil fuels, nuclear energy) and renewable sources. The social, political, economic, and environmental aspects of global energy management will be studied, with emphasis upon the global warming problem.

**HONORS 210 – 001 #18640 (SS)**  
**Honors Advanced Composition: Writing the City**  
**MW 11:00-12:15 Kim Baldus**

**HONORS 210 – 002 #18650 (SS)**  
**Honors Advanced Composition: Writing the City**  
**MW 1:00-2:15 Kim Baldus**

**HONORS 210 – 001 #18655 (SS)**  
**Honors Advanced Composition: Writing the City**  
**TR 11:00-12:15 G. Irwin**

**All transfer Honors students who are admitted and enrolled after January 1999 are required to take this junior-level course. Other Honors students may take 210 as their required, junior-level writing course.**

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 maintain a commonplace book of written observations, journals, drafts, and creative writings; they also submit a minimum of four formal papers.

**HONORS 2310 – 003 #18210 (GE,H)**  
**Inquiries in the Humanities**  
**T 1:00-3:30 E. Eckelkamp**

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

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

**Same as Japanese 3290**

**HONORS 301 – 001 #18660 (H)**  
**Advanced Honors Seminar in the Humanities**  
**MW 9:30-10:45 Chas Adams**

**Literary Journalism:** The decline of French wine-tocracy. The perfect fire and six dead firefighters. The American man at age 10. My favorite teacher, the serial sex offender. Inuit subsistence hunters in Greenland. Deep in the hot zone with the Ebola virus. These are just a sampling of the extensive articles called literary journalism we will be reading, discussing and analyzing. Together, we will examine the way modern literary journalists combine rigorous research and experience (facts) with storytelling techniques (fiction) to create compelling reading experiences. We will also explore the long literary tradition of this style of writing. But wait, there's more! Where else can you take a course and read a profile of Ron Popeil, inventor

of the Ronco Showtime Rotisserie & BBQ of infomercial fame, as well as the harrowing account of the arrest, conviction and hanging of two men who murdered an entire family in rural Kansas? And, where else can you find spend some time with a writer on the campaign trail with John McCain in an article titled, "The Weasel, Twelve Monkeys and the Shrub"? In addition to careful reading, analyzing the texts and preparing for lively in-class discussions, students will write four essays on topics of their choice. But wait, there's even more! Did you know the song "The Lion Sleeps Tonight," has been recorded by 170 artists worldwide and received nearly 300 years of continuous radio airplay in the U.S. alone, yet was written by a South African who died penniless? Yeah, that story is in this course, too.

**HONORS 301 - 002 #18670 (H)**  
**Advanced Honors Seminar in the Humanities**  
**R 2:30-5:00 Peter Fuss**

**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, philosophical and otherwise, 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).

Each student will conceive an independent research project, which will be worked up in gradual stages over the semester. Course grades will be determined 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.

**Same as Philosophy 350-001**  
**HONORS 301 - 003 #18680 (H)**  
**Advanced Honors Seminar in the Humanities**  
**W 2:30-5:00 Steve Schreiner**

**Contemporary Confessional Poets:** "Some of my favorite poets are confessional." Saying so

sounds like a backhanded compliment. But, when it comes to poetry, we love connecting the poet to the poem, and in turn to ourselves. The personal poem, while not synonymous with confessional poetry, illustrates the best aspect of the major movement we will explore in this course.

The most famous confessional poets' names to mind—Sylvia Plath, Anne Sexton—partly because of their suicides; but equally identifiable is their particular brand of dark humor, admissions of vulnerability, unforgettable imagery, sensual and sensitive personalities, chronic concern to make readers intensely feel alive. Confessional poetry, as Allen Ginsberg understood, shocks us awake to being ourselves.

We will want to understand better how confessional poetry, written out of personal experience and is often out of pain as of pleasure, creates an intimate, often inspiring, bond with a reader. We will explore two contemporary periods: the early movement of the 60s and 70s, and the current movement.

**HONORS 301 - 004 #18690 (H)**  
**Advanced Honors Seminar in the Humanities**  
**R 1:00-3:30 K. Gentile**

**Masculinity and Femininity in Popular Culture:** What is gender and what difference does it make to the development and interpretation of Western Culture? This course will explore a variety of interdisciplinary theoretical perspectives on differences, similarities, and conflicts between male/female and femininity/masculinity. Readings from sociology, psychology, biology, anthropology, and philosophy will provide approaches for examining sex/gender issues and representations in popular culture. Requirements will include a theoretically grounded presentation on a pop culture genre or phenomenon and a longer research paper on sex/gender issues or examination of another pop culture genre from music, film, TV, popular literature, advertising, etc. We live in a gendered pop culture world, so there will be no end of possible topics.

**HONORS 301 - 005 #18700 (H)**  
**Advanced Honors Seminar in the Humanities**  
**M 1:00-3:30 Ron Munson**

**Medicine, Values and Society:** We'll focus on a variety of ethical and social issues raised by

contemporary scientific medicine. We'll consider issues in areas such as: organ transplantation (e.g. selling organs, selecting recipients), genetic technology (e.g. screening for breast cancer, genetic discrimination, gene therapy), assisted reproduction (e.g. cloning, buying ova and embryos on line), and human experimentation (e.g. cross-species transplants, drug trials). We'll discuss the concept of disease and examine the claim that diseases are not so much objective states as "socially constructed" categories. This will lead us to ask about the nature of mental illness and the use of Prozac as a "mood enhancer." We'll consider medicine and its relation to individuals and society (e.g. medicine's dealings with women, people of color, people from another culture).

The content of this course isn't necessarily fixed, and we are free to pursue topics of most interest to the class.

**Same as Philosophy 158**

**HONORS 301 - 006 #18710 (H)**  
**Advanced Honors Seminar in the Humanities**  
**R 1:00-3:30 R. Gordon**

**Imitation, Imagination, and Understanding Minds:** No description available.  
**Same as Philosophy 378 and 478**

**HONORS 301 - 007 #18715 (H)**  
**Advanced Honors Seminar in the Humanities**  
**T 1:00-3:30 D. Bohnenkamp**

**Alchemy, Cabala, and Magick: Science, Religion, and the Occult in the Renaissance:** This interdisciplinary course provides a unique perspective on the Elizabethan Age through a close examination of the career, work and milieu of Dr. John Dee. Dee was both at the center and on the periphery of the culture of his era. He was a scientist, mathematician, a cartographer, linguist and antiquarian. He also built and maintained one of the most comprehensive libraries in England at the time. He was Queen Elizabeth's court astrologer and physician, but also a dabbler in the occult, an alchemist, an Enochian magus, cabalist, spy (his signature is the prototype for James Bond's 007) and possible forger. He spent a large part of his career gazing into a crystal ball with his skryer, Edward Kelley, and recording the untranslatable

messages from angelic spirits. He died in dire financial straits, with his beloved library dispersed and partially burned by rampaging peasants who accused him of witchcraft. Yet a study of Dee's career and contemporary depictions of his character and those of his associates and peers will afford us an eccentric and esoteric perspective on the age when science and magick were less distinguishable than they are now, when things weren't what they seemed, and the real was encoded with occult significance. The course will examine Dee's life, some of his works and several of his influences. We will also read plays by Ben Jonson, Shakespeare, and Christopher Marlowe which allude to Dee and his concerns. We will investigate Dee's alleged connection with the mysterious Voynich Manuscript. Students will give oral reports, write three short papers (4-5 pages) and one longer one (10-12 pages), conjure up three demons, cast a few horoscopes, parse the *Corpus Hermeticum* and discover the Philosopher's Stone. The instructor is not responsible for the consequences of raising evil spirits, trafficking with the devil, or casting arcane spells. Profits derived from transmuting lead or other base metals into gold will be shared in common by the class, as will portions of *elixir vitae* or other potions distilled in the divine process.

**HONORS 302 - 001 #18720 (H)**  
**Advanced Honors Seminar in the Fine and Performing Arts**  
**W 5:30-8:10 PM Susan Fitzsimmons**

**Sculpting Your Art Gene:** This course stresses an interdisciplinary approach to three-dimensional art. Sculpture will be looked at in terms of its relation to architecture, the environment, anthropology, archaeology, mythology and religion. Students will be introduced to the basic techniques of fabrication, casting, carving, and using basic and non-traditional materials readily accessible to them and most understandable to their emotional and level of experience. I would try to expose them to local working artists with studios, and if possible, arrange internships with artists who could teach them valuable skills while working in real studios.

**HONORS 303 - 001 #18730 (H)**  
**Advanced Honors Seminar in the Social and Behavioral Sciences**  
**M 2:30-5:00 Robert Bliss**

**Main Themes in American Thought and Culture:** Main themes in 19th-century American thought and culture. Bob Bliss. Between the "enlightenment" of the revolutionary generation of John Adams and the "realism" of Adams's great-grandson Henry, American thought and culture changed greatly. By reading provocative secondary works, to provide context, and through interpreting classic period texts we will track, and seek to understand and explain, some of these changes. There are eight course texts in total, including three Pulitzer Prize winners.\* Main themes will be enlightenment rationalism (and pessimism), Transcendental romanticism, slavery and freedom, and pragmatism (and pessimism). There will also be some optimism to think about, for those who need it. Students will write several exploratory essays and a research paper.

\* The Pulitzer Prize winners are secondary works by Gary Wills (Lincoln at Gettysburg, Pulitzer 1992), and Louis Menand (The Metaphysical Club, Pulitzer 2001) and the classic text by Henry Adams (The Education of Henry Adams, Pulitzer 1918).

**HONORS 303 - 002 #18735 (H)**  
**Advanced Honors Seminar in the Social and Behavioral Sciences**  
**T 6:55-9:35 Robert Coulter**

**Geospatial Economic Analysis:** Every day, people use an enormous amount of information about locations—including data that help you decide where to live, where to work, and where to shop. Even the basic details of life such as how you get from one place to another require geographic analysis. More broadly, local, state, national, and international issues all have a geographic component:

- ❑ Where are the highest concentrations of crime in the area, and what factors might account for that pattern?
- ❑ Which parts of the country are experiencing the greatest growth or loss of jobs?
- ❑ What will the environmental impact of an oil spill be?
- ❑ How has the area around Mt. St. Helens changed in the past 25 years?

Geographic information system (GIS) software provides a powerful set of tools for analyzing

and mapping data. In this course, students learn how to use these tools to investigate problems in a range of a social and natural sciences, explore alternative solutions, and present their findings to a group.

**Same as Economics 368 and Geography 395**

**HONORS 305 - 001 #18740 (SS)**  
**Advanced Honors Seminar in the Sciences**  
**W 2:30-5:00 S. Bissen**

**The Road to Discovery: From Basic Science to Human Benefit:** This course will trace the origins and development of some recent technological and medical advances and will examine the crucial role that basic science played in these discoveries. The road to discovery is often long and tortuous, with contributions from several different scientific disciplines. Discoveries to be examined include: advances in genetics that led to the human gene testing; basic biological research that led to the development of artificial skin; the development of protease inhibitor drugs for HIV; and advances in anatomy and physics that led to laser eye surgery.

**Same as Biology 392**

**HONORS 306-001 #18780 (SS)**  
**Advanced Honors Seminar in Business**  
**M. Stevens**

<b>January 17-18</b>	<b>8:00-5:00</b>
<b>January 24-25</b>	<b>8:00-5:00</b>
<b>January 31</b>	<b>8:00-5:00</b>
<b>February 1</b>	<b>9:00-1:00</b>

**Advanced Leadership Skills Seminar:** This course is based on a highly successful corporate training program that emphasizes effective leadership through the acquisition of sound people skills. Students will "learn by doing" as they spend about 75% of their time engaging in team activities, skills practices, and true-to-life role-play simulations. Specifically, students will learn to:

- ❑ Adapt to diversity—to work with different people in appropriate, effective ways;
- ❑ Gain commitment, rather than compliance, from others so as to help them achieve their full potential and contribute to unit goals;
- ❑ Enhance communication and build work relationships based on openness and trust;

- ❑ Empower people to collaborate competently and confidently;
- ❑ Apply influence skills in all directions—with direct reports, peers and bosses.

Because this course builds toward the planning and practicing of the real-life interaction facing the student, it will prove especially valuable for students presently working in any type of leadership capacity. As such, this course strongly emphasizes application and strives to build a strong bridge from the classroom back to the real-life leadership situations.

**Students signing up for this class need to have BA 210, Management and Organizational Behavior as a pre- or co-requisite, substantial work experience, or permission from the professor. This class also has a fee of \$180.00 for materials.**

**HONORS 310 - 001 #18790**  
**Independent Portfolio Writing**  
**ARR N. Gleason**

**HONORS 310 - 002 #18800**  
**Independent Portfolio Writing**  
**ARR N. Gleason**

Students taking Honors 310, the one-hour Portfolio Writing Class, must attend two sessions listed below. The sessions will provide an overview of the class and allow students the chance to select writing options for the independent study work. At the second session, we will discuss resumes, letters of recommendation, and graduate school application processes. If a student is unable to attend the two required sessions due to class schedule, please contact Nancy Gleason at 516-6629.

The remainder of the independent study work will be scheduled individually at a mutually suitable time for the instructor and each student.

Each Session will be 1 ½ hours long.

**Session 1** Friday, January 17, 2:00-3:30  
or Thursday, January 23, 3:00 to 4:30

**Session 2** Friday, January 24, 2:00-3:30  
or Thursday, January 30, 3:00 to 4:30

Please mark your calendars now.

**HONORS 3530 - 001 #18810 (SS)**  
**Advanced Honors Seminar in the Social and Behavioral Sciences**  
**W 1:00-3:30 Donna Hart**

**TOPIC: Primate Behavior.** In this research-based seminar we will investigate and analyze the behavior of our closest living relatives – the non-human primates. Prior to the individual student research projects that will be conducted at the St. Louis Zoo, the class will view primate videos focusing on the morphology and taxonomy of species included in the primate order and attend a special tour/session with the Zoo's primate curator. In seminars we will discuss various aspects of primate social organization and social structure, sexual behavior, aggressive and affiliative behaviors, dominant and submissive behaviors, deception and manipulation. We will learn and practice the different types of research methodologies used in the study of animal behavior, as well as data analysis techniques. Equipped with these research tools, specific knowledge of primate behavior can be applied by each student during the process of conducting observations, collecting and analyzing data, and writing up the findings. Student projects will be donated to the zoo library and remain on file for other researchers to study.

**Same as Anthropology 291-001**

**INDEPENDENT STUDY SECTIONS\***

**\*All students interested in internships should sign up for Dr. Henry's Independent Study, section 005 #18860.**

**HONORS 390 - 001 #18820**  
**Independent Study in Honors**  
**ARR R. Bliss**

**HONORS 390 - 002 #18830**  
**Independent Study in Honors**  
**ARR D. Bohnenkamp**

**HONORS 390 - 003 #18840**  
**Independent Study in Honors**  
**ARR N. Gleason**

**HONORS 390 - 004 #18850**  
**Independent Study in Honors**  
**ARR K. Walterscheid**

**HONORS 390 - 005 #18860**  
**Independent Study in Honors**  
**ARR D. Henry**

**HONORS 390-006 #18870**  
**Independent Study in Honors**  
**ARR B. Noll**