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# PIERRE LACLEDE HONORS COLLEGE

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University of Missouri-St. Louis

Fall 2005 Courses

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

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**HONORS 1100 -001 #45956 (GE)**  
**Freshman Composition**  
MW 9:30-10:45 Friedline, G.

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**HONORS 1110 -002 #45966 (GE, H)**  
**Western Traditions: Humanities**  
MW 11:00-12:15 Baldus, K.

**HONORS 1100 -002 #45957 (GE)**  
**Freshman Composition**  
MW 11:00-12:15 Friedline, G.

**Dramatic Encounters - Discovering Early Western Culture through Theater:** How does drama enact the values and assumptions of a culture? And how does a particular culture shape the production of drama? These questions will inspire our examination of early major dramatic works of Western civilization. Our class will focus on plays in two key ways: as literary texts and as performances shaped by particular audiences, modes of production, and theater's changing role in society. We will also pay particular attention to works that present encounters within cultures—moments where the dominant culture confronts “others” in the form of another society, class or gender.

**HONORS 1100 -003 #45958 (GE)**  
**Freshman Composition**  
TR 11:00-12:15 Mukhi, S.

Class readings will explore several periods in Western culture, including the dramatic festivals of Classical Athens, the religious and secular stage in the Medieval and Renaissance periods, and the newly re-opened private theaters of the English Restoration. Student responsibilities will include in-class writing responding to the plays, active class participation, and three essays. Students will also enroll in the companion class, “Cultural Traditions One.”

**HONORS 1100 -004 #45959 (GE)**  
**Freshman Composition**  
TR 12:30-1:45 Mukhi, S.

**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 1130 -001 #45978 (GE, SS)**  
**Western Traditions: Social & Behavior Sciences**  
TR 12:30-1:45 Bourne, C.

**HONORS 1110 -001 #45964 (GE, H)**  
**Western Traditions: Humanities**  
MW 9:30-10:45 Noll, B.

**Exploring the Life Within:** In this introductory seminar on major ideas and movements in Western Traditions we will sample well-known works of literature in English translation. Beginning with Freud and Kafka, we will look backward to ancient times and forward into the modern era to examine how writers have attempted to portray on the written page the inner lives of humans. We will ask what role the individual plays in his/her culture and what tensions arise when the rights and needs of the self conflict with the individual's obligations to society.

**Science - Past, Present and Future:** Through assigned readings, class discussions and videos we will examine the historical, cultural and philosophical roots of Western Science. We will read excerpts from Aristotle, Lucretius, Bacon, Popper, Darwin, Mendel, Carson, Margulis, Wilson, Gould, Dawkins, Watson and others. Is science a body of knowledge, a way of thinking or a process of gathering knowledge? How does science differ from technology? We will look at examples of how discoveries are made in science. We will look at science in context with religion, society, values and ethics. We will look at early answers to questions such as what is inheritance? What are evolution, energy transfer, continuity and change, the relationship of structure to function, regulation and interdependence and why are they essential to our current understanding the natural world? Finally, we will look at the future of science in the twenty-first century and what advances we might see in our lifetimes. One intriguing question is "Are We Going to Get Smarter?"

As we familiarize ourselves with important texts from the Western world, we will pay special attention to our own roles as readers of these texts: What do we in the 21<sup>st</sup> century bring to them and what do these texts require from us as readers? We will discuss our readings in detail and will express our ideas orally and in writing. Students will have the opportunity to write persuasive interpretations in 3 formal and weekly informal assignments.

Grades will be based on class participation, assigned questions, short reading reports and two 10-page papers.

**HONORS 1200 -001 #45982 (GE, H)**  
**Freshman Symposium: Cultural Traditions I**  
**MW 12:30-1:45 Bohnenkamp, D. & Noll, B.**

**CULTURAL TRADITIONS I:** This course surveys Western and Non-Western Cultural Traditions from their beginnings until 1800. It will introduce the intellectual traditions of a wide variety of cultures through their major works of literature, religion, and philosophy. It will explore how people in different parts of the world have perceived and explained the world around them by comparing and contrasting Western and Non-Western attitudes toward issues such as the nature of reality, the interplay of reason and emotion, and the structures of social, and natural environments, and the role of humans in society. Readings will include acknowledged classics from Western Europe, the Near East, Native America, China, India and Japan. Authors and works assigned will include, *Epic of Gilgamesh*, *the Bible*, Sophocles' tragedies, Virgil's *Aeneid*, Confucius, the *Bhagavad Gita*, the Koran, *Popul Vuh*, Chinese T'ang Poetry, Dante's *Inferno*, Shakespeare, Voltaire, Basho and Goethe. The course will seek to develop in students a global timeline paralleling intellectual movements and ideas from a variety of cultures.

**This core class, required for all incoming freshmen,** will also provide an introduction and orientation to university life, through a "Freshman Seminar" component that will address how to negotiate the university environment, become familiar with scholarship, use the library, read your Degree Audit Reporting System Report, and use the resources you need to succeed here. The Core class will meet twice weekly *en masse* for presentations, activities, films, or field trips. Some of these meetings will feature breakout sessions with peer mentors and faculty who will discuss either material from the Core class or matters relating to their entry into University life.

Grades will be based on a mid-term and final papers, as well as on participation points accumulated. All students will also be enrolled in a contingent Western or Non-Western Traditions Humanities or Social Sciences Seminar that will explore the cultural traditions in more depth in a more intimate atmosphere. Though both the core course and the seminars are free-standing, there will be some overlap and each will integrate with the other. At some point in their first year, students will be expected to complete at least one western and one non-western seminar.

**HONORS 1230 -001 #45986 (GE, SS, AHG)**  
**American Traditions: Social & Behavior Sciences**  
**MW 2:00-3:15 Kolasa, T.**

**American Traditions:** This class will examine the origins and development of the "American Traditions" from its roots in Western Civilization to try to explain how thirteen small colonies would grow in a mere two centuries to become one of the most complex, diverse, and powerful nations the world has ever seen.

**HONORS 1310 -001 #45988 (GE, H)**  
**Non-Western Traditions: Humanities**  
**MW 2:00-3:15 Bohnenkamp, D.**

These discussions seminars will introduce intellectual traditions and class works from several non-western cultures from different eras and areas, including Australia, Asia, Africa, and pre-Columbian America. The class will examine literature to determine the ways in which people of other cultures have thought, felt and perceived the world around them. The focus of the seminar will be on the mythological world-view and its persistence in post-literature, non-western culture. Readings will be supplemented by a consideration of artistic tradition, both visual and aural. Grades will be based on participation and on several (4-5) short papers and/or projects.

**HONORS 1330 -001 #45992 (GE, SS)**  
**Non-Western Traditions: Social & Behavior Sciences**  
**TR 2:00-3:15 Hart, D.**

**A Cross-Cultural Comparison of the Adolescent Years:** Major changes happen to an individual during the pre-teen and teenage years between 12 and 21 – puberty, school, dating, career choices, and even marriage, to name just a few. But do all adolescents throughout the world have the same experiences? This seminar will look at similarities and differences in adolescence between Western and non-Western cultures. Initiation into the adult world takes place in different ways – it may be celebrated with painful ceremonies or early marriage; it might consist of a rite of passage drawn out over ten years, or it might be an overnight transfer from childhood to adulthood; it might even involve being sequestered and encouraged to achieve a 50% weight gain! Students will learn about the wide variation in approaches to this transitional period of life through readings, class discussions, films, and activities. Short essay tests and a research paper will allow individual investigation into a range of topics and cultures.

**HONORS 2010 -001 #45998 (GE, H)**  
**Inquiries in the Humanities: Biblical Literature**  
**TR 3:30-4:45 Rota, D.**

**Biblical Literature:** This course will be devoted to examining the entire Bible, both the Old and New Testaments. We will use one text, *The New Oxford Annotated Bible: New Revised Standard Version*, Third Edition. It is important to buy this particular edition since we will be reading the supplemental material and the annotations. Our approach will be mostly literary in the sense that we will read each book carefully looking for themes and techniques. Students are strongly encouraged to approach the class with three assumptions in mind, assumptions that may seem contradictory: First, the Bible will be approached as a "sacred" literary text, a text that has been professed to be (in whole or in part) the Word of God by much of the world (including but not limited to Jews, Christians, and Muslims). Second, we will all come to this text with an open mind. It is impossible to make no theological or cultural assumptions but, even so, we can try

to allow the sacred text to speak to us in a fresh, first hand manner. Third, we will respect each other's beliefs and listen to each other with an open mind.

Final grades will be based on three individual grades: a participation grade, an Old Testament paper grade, and a New Testament paper grade. The participation grade will be based on daily quizzes, leadership roles, daily involvement, and oral discussion of papers. The two papers will be graded on both content and style.

**HONORS 2010 -002 #46000 (GE, H)**  
**Inquiries in the Humanities: Holistic Healing...**  
**T 6:00-8:30 Fitzsimmons, C.**

**Holistic Healing Through Art:** This course will aim to expand the way students see the natural world by drawing the human figure and studying color and nature through painting. Intense observation and recording of that observation will be used to improve the way the students relate to the natural world. Readings and exercises will explore the disconnection of the body from the natural world.

**HONORS 2020 -001 #46002 (GE, H, WC)**  
**Inquiries in the Fine and Performing Arts**  
**MW 11:00-12:15 Poché, R.**

**Creating Writing:** Flannery O'Connor once said, "I find that most people know what a story is until they sit down to write one." Do you know what a story is? What about a poem? Would you like to find out? If so, Honors 2020, an introduction to the writing of short fiction and poetry, may be for you. In addition to writing your own poems and short stories, which will be critiqued in the classroom workshop, you can also expect to read the best of what contemporary writers have to offer, writers you may have never heard of. You probably already know Flannery O'Connor, wonderful as she is, and you've probably even read a couple of her stories. So how about reading some prose and verse written by your peers, something published six months ago, a week ago? Flannery has enough fans. We'll give these new writers a try. And lastly, as a final initiation into the writer's life, you will be required to submit at least one short story or group of poems (written within the course) to a literary magazine of your choice. Who knows? You may come away with a few fans of your own.

**HONORS 2020 -002 #46004 (GE, H, WC)**  
**Inquiries in the Fine and Performing Arts: Bellerive**  
**F 2:00-4:30 Gleason, N.**

**Bellerive Workshop:** This exciting new course is open to students, sophomores to seniors, who are interested in all of the aspects of the production of our creative writing and art publication, *Bellerive*. The class will focus upon all of the steps of publishing including: reading and selection of works to be included, copy editing, communicating with writers, layout design, digital photography and art works, and the marketing and sales of the publication. All students will learn specific editing skills and techniques; however, individuals in the class will be able to choose which areas

of work on the book that best suits their interests and talents.

This is a perfect opportunity to learn and to practice the steps that take place in the publication of a book. Students' grades will be based upon their individual contributions to the publication process, as well as their editing skills and abilities, which will be tested and evaluated.

**HONORS 2020 -003 #00000 (GE, H)**  
**Inquiries in the Fine and Performing Arts**  
**T 1:00-3:30 Harbach, B.**

**Women in the Arts:** This course, designed and taught by faculty from the disciplines of music, English, film, and anthropology, arises from a St. Louis initiative pioneered by Professor Barbara Harbach. It combines theoretical, historical and analytical "book learning" with direct, real-world experiences at the symphony, in local theaters, at galleries or museums, and maybe even at jazz clubs and blues bars to encourage reflection on definitions of *creativity* and to explore women's unique contribution to a range of artistic endeavor in terms of composition, structure, and content. We will consider various ways of mediating women's identity through art and evaluate receptions of women's creative contributions. Last but not least, we will build on the course's focus to analyze the broader social and political function of the creative arts. **(Same as WGS 2150)**

**HONORS 2030 -001 #46008 (GE, SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**M 2:00-4:30 Siciliani, J.**

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

**HONORS 2030 -002 #46009 (GE, SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 3:30-4:45 Kolasa, T.**

**Modern Presidency:** This class will examine the US presidency during the last century. We will discuss and debate two major issues: a) the general growth of power of the presidency; and b) how it has faced the Great Depression, two World Wars, international terrorism, and the general global ascendancy of the US. There will be two exams, a paper, and discussions will be graded.

**HONORS 2030 -003 #46011 (GE, SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 4:00-7:00 Cosmopolous, M.**

**Myth, History, and Hollywood:** The history and myths of ancient Greece and Rome figure prominently in contemporary movies and television series. Not only does Hollywood and TV networks use materials from ancient myths and history, but the way they use these materials reflects, in many respects, modern perceptions about our own society and culture. In the present course, we will examine the myths and history of Greece and Rome and analyze the ways in which these are projected in modern cinematography and television. Given the vast numbers of people whom cinema and television reach, one of the objectives of the course is to help us to understand the different aspects of the influence that, directly or indirectly, ancient cultures still exercise on our lives. The course material will consist of an intense study of Greek and Roman history, culture, and mythology, with screenings of relevant film materials.

This course will start on October 24 and will end on December 10. It will meet twice a week for three hours. (Same as Anthro 3291, History 3000 and History 5000)

**HONORS 2050 -001 #46016 (GE, NS)**  
**Inquiries in the Natural Sciences**  
**W 1:00-3:30 Bourne**

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

Grading is based on class participation, discussion and presentations, end of problem summaries, and an individual 10-page paper on a final problem.

**HONORS 2050 -002 #46017 (GE, NS)**  
**Inquiries in the Natural Sciences**  
**M 4:00-6:30 Wilson, J.**

**Big River Ecology:** This course is for the student who is interested in ecology and gaining real experience with ecological concepts in action, namely in our local area rivers. We will review and discuss basic concepts of ecology and examine ecological aspects of the St. Louis

region, especially as shaped and influenced by the Missouri and Mississippi Rivers. Environmental history, natural divisions, settlement patterns and natural resource policy will be investigated with an emphasis on how these have traditionally interacted with and been influenced by the big rivers. Changes in the rivers, including the aquatic and riparian flora and fauna, wetlands, water quality and channel morphology will be examined in light of current management issues and regional concerns. Plans for proposed recreational and economic development along the rivers will be examined in light of regional priorities. Three Saturday field trips and other field experiences will be part of our course work and offer students the unique chance to see ideas in action in our environment.

**HONORS 2070 -001 #46022**  
**Inquiries in Education**  
**MW 12:30-1:45 Noll, B.**

**Peer Mentor Seminar:** If you are a junior or senior and an honors college student in good standing, please read on. If you are also interested in teaching and mentoring incoming honors freshmen, please talk with Birgit Noll about this exciting opportunity.

We are looking for 10 mentors to assist Dennis Bohnenkamp and Birgit Noll with Cultural Traditions, Part I, in Fall 2005. This class is required for all freshmen. It will meet as a core on Mondays and as small discussion groups on Wednesdays. Mentors will facilitate discussions and serve as experienced guides who will help our freshmen negotiate a university environment unfamiliar to them.

Mentors will receive three credit hours for this class and their tuition for the three hours will be paid by the honors college. Instructor's approval required.

**HONORS 2080 -001 #46026**  
**Inquiries in Nursing**  
**R 2:30-5:00 Nelson, J.**

**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 #46030 (GE, H, D)**  
**Inquiries in the Humanities: Cultural Diversity**  
**T 1:00-3:30 Eckelkamp**

**Introduction to Classical Japanese Literature Culture:**  
An introduction to Japanese literature and culture, antiquity to 1600, through selections of classical poetry and tales. The works will be examined in the context of the world in which they were written. Topics will include varied literary genre and the segments of society that appropriated them, the influence of classical literary themes on modern works, the role of non-western religions in literature, and comparative study of classical Japanese and western literatures.

**HONORS 2310 -002 #46032 (GE, H, D)**  
**Inquiries in the Humanities: Cultural Diversity**  
**TR 2:00-3:10 Walterscheid, K.**

**Ancient and Contemporary Texts:** Ancient and Contemporary Texts: This required 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. After we examine what the term "non-western" means, we probe the concept of myth. Then the course focuses on cultural "traditions" and the fact that such traditions rarely die, but reappear in a different form. Thus, we investigate a global tradition through ancient sources from a culture--myths, religious texts, poetry, fiction, or autobiography. Then we read recent literature from the same culture to see how that tradition is still enduring, being contested, or has been transformed in some way. Works include Min's Red Azalea, Al-Shaykh's Women of Sand and Myrrh, Silko's Ceremony, the Dhammapada, and the Mahabharata; 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 2310 -003 #46034 (GE, H, D)**  
**Inquiries in the Humanities: Cultural Diversity**  
**MW 11:00-12:15 Wall, D.**

**Native American Literature:** 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 2330 -001 #46038 (GE, SS, D)**  
**Inquiries in the Social Sciences: Cultural Diversity**  
**W 1:00-3:30 Segal, U.**

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

**HONORS 2330 -002 #46040 (GE, SS, D)**  
**Inquiries in the Social Sciences: Cultural Diversity**  
**TR 12:30-1:45 Hart, D.**

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

**HONORS 2330 -003 #00000 (GE, SS, D)**  
**Inquiries in the Social Sciences: Cultural Diversity**  
**MW 11:00-12:15 Baumann, T.**

**African American Archeology:** Most people in history do not have anything written about their lives. This is particularly true of the disenfranchised past of women, minorities, and the working class. Through archaeological research many of these untold stories are now being written including people of African descent in the New World. Through archaeological case studies, this class will examine the struggle by African-Americans for equal citizenship from slavery to freedom. Case studies will include the famous sites of Colonial Williamsburg and Thomas Jefferson's Monticello, as well as lesser known sites in Missouri including the Arrow Rock State Historic Site and the Ulysses S. Grant National Historic Site. Overall, topics will cover foodways, architecture, spirituality, health, ethnicity, acculturation/creolization,

status, racism, and gender. This course satisfies the Cultural Diversity requirement.

This class will be taught by Dr. Timothy Baumann, an Assistant Professor in the Department of Anthropology. He is the leading expert on African-American archaeology in Missouri and has published various articles on this topic. See the following weblink for two of his most recent publications on African-American ethnicity. (**Same as Anthro 2138**)

#### **HONORS 3010 -001 #46043**

##### **Advanced Honors Seminar in the Humanities**

**W 2:00-4:30** **Carroll, J.**

**Family in 19<sup>th</sup> Century England – Ethology, Psychology, History, and Fiction:** We shall read works in four related areas: (1) the cultural and socio-economic history of family life in nineteenth-century Britain; (2) the psychological basis of family life; (3) literary theory and criticism; and (4) fictional depictions of family life by three great Victorian novelists, Emily Brontë, Charles Dickens, and George Eliot. We shall integrate our knowledge of historical conditions, the psychology of the family, and literary criticism, and we'll use this integrated knowledge as a framework for critiquing the works of fiction. Reading assignments will come to between 100 or 150 pages a week and will prepare students for excellent weekly seminar experiences. The class should be of interest to majors from many disciplines, and English majors should note that it counts as an upper-level class in the major. (**Same as English 4950, 002**)

#### **HONORS 3010 -002 #46044**

##### **Advanced Honors Seminar in the Humanities**

**T 1:00-3:30** **Fuss, P.**

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

#### **HONORS 3010 -003 #46045**

##### **Advanced Honors Seminar in the Humanities**

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

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

#### **HONORS 3010 -004 #46046**

##### **Advanced Honors Seminar in the Humanities**

**M 1:00-3:30** **Munson, R.**

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

The content of this course isn't necessarily fixed, and we are free to pursue topics of most interest to the class. Students should be prepared for discussions and presentations on many interesting, yet sensitive, ethical issues. Full participation in this thought-provoking seminar is required. (**Same as Philo 2258**)

#### **HONORS 3010 -005 #46047**

##### **Advanced Honors Seminar in the Humanities**

**TR 12:30-1:45** **Wiland, E.**

**Classical Ethical Theories:** Can morality require us to forego our own happiness? If so, is it therefore irrational to live morally? Is morality grounded in our reason or in our passions? Is morality fundamentally based upon character, intentions, or consequences? We will study and evaluate the arguments of some of our most important moral philosophers (Hume, Kant, Sidgwick) as they tackle these and other related questions. (**Same as Philo 4435**)

#### **HONORS 3010 -006 #46048**

##### **Advanced Honors Seminar in the Humanities**

**R 4:00-6:30** **Walterscheid, K.**

**Culture and Cuisine of Italy:** This upper-level interdisciplinary seminar explores the relationship between Italians and the food they consume—from the Romans to the present and from the subsistence diet of the masses to the rich and varied diet of the elite.

We will start by addressing such basic issues as food and starvation, then analyze the evolution of the wheat-based culture of ancient Rome, the influence of Germanic, Muslim, Spanish, and French culture, and whether the Chinese had any influence at all (did Marco Polo bring pasta from China?). We will also address the economic and trade background, such as the importance of agricultural exports in the Roman era, the food-related reasons for imperialism, the influence of the Americas on spaghetti, and the peculiar medieval Italian preference for using a fork. We will discuss the modern fusion of foods, globalization, food production and distribution, scientific and technological advances in the food industry, the slow

food movement, and the much-touted "Mediterranean diet." We want to answer questions such as why do some people eat the things they eat? How does food influence politics? Economics? Societal structure? Health?

Class discussion will be supplemented by demonstrations and tasting of regional cuisines. Students are expected to actively participate in class discussion, write several short papers, and complete a final research paper or project with an oral report of their findings.

No knowledge of Italian is required.

**HONORS 3020 -001 #46052 (WC)**  
**Advanced Honors Seminar in the Fine & Perform. Arts**  
**TR 11:00-12:15** **Rodgers, H.**

**Writers and Their Processes:** This course will be an in-depth examination of writers and their writing processes—including both published and student writers. Seminar students will read various selections on the technical and creative aspects of the writing process, as well as fictional pieces by the authors of those selections. Through discussions, short informal papers, and several form papers, students will understand and improve their unique writing processes. Additionally, it will encourage student writers to think of themselves as writers with publishing possibilities.

The course should be of interest to upper-level honors students, particularly those interested in understanding their writing processes, improving their writing skills, exploring creative writing, expanding their sense of writing in various careers, and looking at publications possibilities. The philosophy of the course stresses collaborative learning, and interesting, informative dialogue, with flexible writing assignments emphasizing personal, descriptive, and creative expository writing. This class requires a good deal of writing and counts for the Writing Certificate.

**HONORS 3030 -001 #46064**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**M 4:00-6:30** **Rapti, V. & Triantafyllou, A.**

**Poetry Music and Film – Greek Culture:** This is the first in a series of lecture-recitals introducing students to major aspects of Greek culture including poetry, music and film. The focus will be on the interactions of these artistic forms and on their impact not only on the mainland Greece but also abroad where a large Greek Diaspora exists. The work of major Greek poets such C.P. Cavafy and Nobel-prize laureates George Seferis and Odysseus Elytis or Nikos Gatsos and others, along with the work of famous composers Mikis Theodorakis, Manos Chatzidakis, Stavros Xarchakos and the internationally acclaimed filmmakers Michael Cacoyannis, Théο Angelopoulos and Kostas Ferris will be explored. Course co-taught in English by Vassiliki Rapti and piano performer-comparatist Andreas Triantafyllou. This course fulfills the requirements for the completion of the Greek Studies Certificate. **(Same as Anthro 3291, FLL 2190)**

**HONORS 3030 -002 #46068**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**TR 9:30-10:45** **Cerdin, J.**

**International Mobility and Expatriation:** This course focuses on the major concepts, policies and practice of international mobility expatriation, and Global Human Resource Management. The basic goal of the course is to provide an overview of a global assignment and of the main practices in expatriate adjustment process, and will tackle broader issue related to geographical and other types of mobility. The completion of this course would help participants to outline the key determinants of a successful global assignment, efficiently manage the expatriation of employees and plan an international career. This course will focus on cross-cultural issue in expatriation such as people's willingness to be relocated, organizational and societal emphasis on global operations, etc. As part of the course, students will be involved in an assessment of their attitudes and perceptions towards international mobility and global related issues. The course will use a combination of lectures, readings, discussion, case studies and small group exercises.

**HONORS 3030 -003 #46072**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**MW 12:30-1:45** **Rapti, V.**

**Monsters and Victims – Women Dramatis Personae in Greek Tragedy:** This course explores a variety of female dramatic figures of ancient Greek tragedy representing women either as victims or monsters. From Iphigeneia, Alcestis, Dieianira and Hecuba to Clytaemnestra, Phaedra, Cassandra, and Medea to name but a few, it explores issues such as the role of sex, gender, female sexuality, ritual and domestic violence in the image-making of women as either scapegoats or monsters by the three major Greek tragedians. In addition, it will explore how these issues are unsettled in contemporary adaptations of the same dramatis personae by women playwrights or performance artists in light of a wide variety of theoretical readings by feminist critics including Hélène Cixous, Judith Butler, Jill Dolan, Froma Zeitlin, Peggy Phelan. Texts will include tragedies by Aeschylus, Sophocles, and Euripides and several contemporary adaptations of their works by H.D., Efua Theodora Sutherland, Olga Taxidou and Carole Braverman. The seminar course will be in taught in English.

Prerequisites: Anthropology 1011, or introductory course in another social science, or consent of instructor. No final exam. **(Same as Anthro 3291, History 3000 & 5000, and WGS 3350)**

**HONORS 3030 -004 #46076**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**TR 11:00-12:15** **Navarro, V.**

**Gender Language & Education:** This course is an interdisciplinary look at the ways gendered and racial identities get developed and shaped through language and culture. The readings will address the complex, yet sometimes invisible, ways that identity, languages and

gender intersect, creating and assigning roles, responsibilities, and possible selves to individuals and groups. Both theoretical and historical perspectives can contribute to our understanding of how language games and cultural norms of action construct a defined state of affairs based on power relations. These norms then become internalized as stereotypes that shape the identity process. The theoretical ideas of M. Bakhtin will be investigated along with the practical ways language constructs identities and complicates understandings in a global world. A few of the questions posed and answered by this class include: "Why is language a feminist issue? How does language shape identity? How does power and resistance play out in every day discourse? How does sexism manifest itself across historical eras, cultures, races, and ethnicities?"

Class time may include mini-lectures, group discussions and projects, and video presentations. Students construct their own knowledge in dialogue with others thus class assignments and activities will be structured to maximize activity and engagement with the concepts and materials of the course. (Same as WGS 3350, 002)

#### **HONORS 3030 -005 #46080**

**Advanced Honors Seminar: Social & Behavioral Sci.**  
**M 2:00-4:30** **Iyob, R.**

**Studies in Political Theory – Politics Through Literature:** The 20<sup>th</sup> century has witness humanity's most uplifting achievements as well as some of its most horrifying atrocities. An inquiry into political, historical and socio-cultural narratives of the current century provides us with insight into how the visions, norms and perceptions ascendant during certain periods led to the construction of *utopias* and *dystopias*. The drive to create a "better" world, however defined, has propelled individuals and collectivities to harness human creativity to cross national boundaries, widen cultural horizons, and navigate the realm of actual and virtual reality. This same energy has also resulted in the degradation of individuals, destruction of communities, and crimes against humanity. Narratives-in the form of political and/or literary texts-present us with an intricate pattern that signifies the glories and horrors of the 20<sup>th</sup> century. These themes will be examined primarily through novels but appropriate political and historical texts will be used as well. Critical reading, writings, and discussions is greatly encouraged. (Same as Pol Sci 3695)

#### **HONORS 3030 -006 #46084**

**Advanced Honors Seminar: Social & Behavioral Sci.**  
**MW 12:30-1:45** **Silva, G.**

**Political Systems of Mexico, Central America and the Caribbean:** An introduction survey of politics, society, and economy in Mexico, Central America, and Cuba. Major themes include democracy and authoritarianism, economic development, social equity, and revolution. The course provides the tools for students to interpret the significance of the latest election, institutional change, and economic reforms for lasting peace, the consolidation of democracy, and economic growth with social equity. (Same as Pol Sci 2540)

#### **HONORS 3050 -001 #00000**

**Advanced Honors Seminar Natural Sciences**  
**TR 11:00-12:15** **Feldman, B.**

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

#### **HONORS 3070 -001 #46096**

**Advanced Honors Seminar in Education**  
**R 4:00-6:30 on Aug. 25, Sept. 1, & Sept. 8** **Hensley, T.**

**Action Research in Education:** While designed to complement the educational internships required for certification in most teaching programs, Advanced Honors Seminar in Education may be taken by any student who has successfully completed TCH ED 2211 or its equivalent (This prerequisite may be waived by the instructor.). The course provides opportunities for students to explore, reflect upon, and synthesize issues and trends in education that will impact their future role(s) in the educational process. Student research will result in a scholarly paper. A great deal of the course will be accomplished on-line, with individual meetings arranged throughout the semester. Introductory meetings and a closing meeting for all students enrolled will be held in the Honors College.

#### **HONORS 3100 -001 #46100**

**Honors Advanced Composition: Jr. Level Writing Req.**  
**MW 2:00-3:15** **Baldus, K.**

#### **HONORS 3100 -002 #46104**

**Honors Advanced Composition: Jr. Level Writing Req.**  
**MW 12:30-1:45** **Wall, D.**

#### **HONORS 3100 -003 #46108**

**Honors Advanced Composition: Jr. Level Writing Req.**  
**TR 2:00-3:15** **Rodgers, H.**

**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.**

**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 4100 -001 #46120**  
**Independent Portfolio Writing**  
**ARR Gleason, N.**

**HONORS 4100 -002 #46124**  
**Independent Portfolio Writing**  
**ARR Baldus, K.**

**HONORS 4100 -003 #46128**  
**Independent Portfolio Writing**  
**ARR Baldus, K.**

**Independent Portfolio Writing:** Students taking Honors 4100, the one-hour Portfolio Writing Class, must 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 and dates for these sessions will be emailed to students through Mygateway.

## INDEPENDENT STUDY SESSIONS

**HONORS 4900 -001 #46132**  
**Independent Study in Honors**  
**ARR Bliss, B.**  
**HONORS 4900 -002 #46136**  
**Independent Study in Honors**  
**ARR Bohnenkamp, D.**

**HONORS 4900 -003 #46140**  
**Independent Study in Honors**  
**ARR Gleason, N.**

**HONORS 4900 -004 #46144**  
**Independent Study in Honors**  
**ARR Walterscheid, K.**

**HONORS 4900 -005 #46148**  
**Independent Study in Honors**  
**ARR Noll, B.**

**HONORS 4900 -006 #46149**  
**Independent Study in Honors**  
**ARR Hart, D.**

**HONORS 4900 -007 #00000**  
**Independent Study in Honors**  
**ARR Baldus, K.**

**HONORS 4910 -001 #46152**  
**Independent Study: Internships**  
**ARR Noll, B.**