
PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Fall 2006 Courses

AHG=fulfills American History & Government requirement; CD=fulfills Cultural Diversity requirement; H=fulfills Humanities requirement; MS=fulfills Math/Science requirement; NS=fulfills Natural Science requirement; SS=fulfills Social Science requirement; WC=fulfills Writing Certificate

HONORS 1100 -001 #46136 (GE)
Freshman Composition
MW 9:30-10:45 Kelly, M.

HONORS 1100 -002 #46140 (GE)
Freshman Composition
MW 11:00-12:15 Kelly, M.

HONORS 1100 -003 #46144 (GE)
Freshman Composition
TR 11:00-12:15 Hahn, C.

HONORS 1100 -004 #46148 (GE)
Freshman Composition
TR 12:30-1:45 Hahn, C.

Freshman Composition: This course, the first in the Honors College writing sequence, is required and should be taken during freshman year. Through formal and informal writing assignments, discussion, instruction, and research, students will improve their critical reading, thinking, and writing skills, and their research techniques. The course is designed to help students meet the rigorous challenges of college writing across the disciplines by emphasizing intellectual inquiry, logic, style, correct and concise expression, and formal research and documentation. Students will write 4 to 5 formal papers, and informal reading and writing assignments will be required.

HONORS 1110 -001 #46152 (H)
Western Traditions: Humanities
MW 9:30-10:45 Pollack, D.

The Environment: An Ethical Analysis: Environmental issues are central to many of the pressing problems facing humanity. We will examine and deploy the philosophical theories of Socrates/Plato, Aristotle, Descartes, and others in an attempt to construct an "Environmental Ethic." We will ask whether engineers have a moral obligation to design (and consumers to purchase) environmentally friendly products; if there is a "just" way to relate to the ecosystem; if "free markets" can drive solutions to environmental issues; whether any environmental ethic collapses into an energy ethic; whether governments have a fundamental obligation to establish and enforce an environmental ethic; if living in a "healthy" environment is part of a good life/ a complete life/ a worthwhile life?; and what is meant by "a good car."

HONORS 1110 -002 #46156 (H)
Western Traditions: Humanities
MW 2:00-3:15 Baldus, K.

Tell Me A Story: In the aisles of today's bookstores, readers can indulge in a variety of special genres of fiction: crime stories, romances, science fiction, or even "Literature." While we've neatly categorized and made judgments about quality works and masterpieces, readers of the eighteenth century were entering unfamiliar territory when they opened the pages of the first books eventually called "novels." This course will explore some of that literary territory as it gives students the opportunity to consider the craft of fiction and the art of creating narratives. We will begin by looking at how narratives are fashioned in some of the first English novels, like *Robinson Crusoe*, and in some early short stories, like those by Edgar Allan Poe and Nathaniel Hawthorne. After considering some developments in the novel and short story, we will turn to the twentieth century to examine both the modern technical innovations in fictional works like *Mrs. Dalloway*, and the growing split between works of "high culture" and popular appeal as we read works like the detective novel *The Big Sleep*.

Students will contribute to class discussions, write several in-class responses to the readings, and create three formal writing projects (including essays and the opportunity to craft a fictional work).

HONORS 1110 -003 #46160 (H)
Western Traditions: Humanities
MW 11:00-12:15 Bohnenkamp, D. LeGras

Against the Grain: Counter-Cultural Traditions in Western Civilization: From the earliest days of Western Civilization, the dominant ideas and intellectual trends were countered by other, often older ideas that offer a unique vantage point from which to evaluate and understand orthodoxy. Western cultural traditions are usually thought to begin with the Greeks, but what about the influence of Egypt on our culture? Western civilization has never been monolithic; its pillars—main stream Judeo-Christian doctrine, rationalism, science, humanism have often been challenged, sometimes invigorated, sometimes impeded by primitive, mythic and occult notions that have persisted through the centuries and influence people's thinking in often unacknowledged, underground ways. This seminar will explore some of the more interesting and pervasive undercurrents in Western thought. These include: paganism, gnosticism, Kabbalah, magick, alchemy, catharism, mystical romanticism, millenarianism, dadaism, surrealism, and other non-rational impulses in Western Civilization. These trends will be traced through study of some of the great literary, philosophical, scientific and historical texts in Western culture,

as well as in some more obscure, forgotten or discredited texts. Readings will be supplemented by films, visual arts, and music. Grades will be based on several short papers and on class presentations and general participation. The seminar will be integrated with the Western Traditions Core class, but will present some radically different prospectives.

HONORS 1130 -001 #46168 (SS)
Western Traditions: Social & Behavior Sciences
TR 12:30-1:45 Bourne, C.

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?"

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

HONORS 1200 -001 #46172 (H)
Freshman Symposium: Cultural Traditions I
MW 9:30-10:45 Noll, B. Seton

Cultural Traditions I: This freshman course will provide an introduction to a liberal arts approach to education while surveying Western and non-Western cultures. By exploring these Cultural Traditions from their beginnings to 1750, it introduces intellectual traditions of a wide variety of cultures through their major works of literature, religion, philosophy and art along with other historical documents and images. By examining specific works in their cultural contexts, we will explore how people in different parts of the world have perceived and explained the world around them. We will compare and contrast Western and Non-Western attitudes towards such issues as the nature of reality, visions of the afterlife, the interplay of reason and emotion, and the role of humans in their social and natural environments. Our readings will include works from Europe, the Near East, China, India, and Japan—works that have shaped how we think and structure our society today. In surveying these works, students will develop crucial academic knowledge and skills that will help them identify and analyze connections in studies across the disciplines.

HONORS 1200 -002 #46173 (H)
Freshman Symposium: Cultural Traditions I
MW 11:00-12:15 Baldus, K. Seton
(See Section 001 for course description)

HONORS 1200 -003 #46174 (H)
Freshman Symposium: Cultural Traditions I
MW 12:30-1:45 Noll, B.
(See Section 001 for course description)

HONORS 1200 -004 #46175 (H)
Freshman Symposium: Cultural Traditions I
TR 11:00-12:15 Gerth, D.
(See Section 001 for course description)

HONORS 1200 -005 #46176 (H)
Freshman Symposium: Cultural Traditions I
TR 2:00-3:15 Gerth, D.
(See Section 001 for course description)

HONORS 1230 -001 #46178 (SS, AHG)
American Traditions: Social & Behavior Sciences
TR 9:30-10:45 Wilson, R. LeGras

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

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

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

HONORS 1310 -001 #46180 (H)
Non-Western Traditions: Humanities
TR 12:30-1:45 Walterscheid, K. Seton

Nonwestern Fiction and Film: This interdisciplinary course will use both fiction and film to investigate modern nonwestern cultures, including Africa, China, India, Oceania, and Native America. The course focuses on cultural "traditions" and the fact that such traditions rarely die, but reappear in a different form, perhaps contested or perhaps transformed. We will also discuss how film, a relatively new medium, can be used to reinterpret and transcend traditions. Readings will include works by Chinua Achebe, Anchee Min, Hanan al-Shaykh, Mahasweta Devi, R. K. Narayan, and Alexis Wright. Students will be graded on class participation, quizzes, short papers, and an oral presentation.

HONORS 1310 -002 #46184 (H)
Non-Western Traditions: Humanities
TR 9:30-10:45 Wall, D.

Introduction to 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 1330 -001 #46188 (SS)(CD)
Non-Western Traditions: Social & Behavior Sciences
TR 2:00-3:15 Hart, D. Seton

Introduction to 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 2010 -001 #46192 (H)
Inquiries in the Humanities
M 2:00-4:30 Bohnenkamp, D.

The Beat Generation: The course will examine the memoirs, fiction, and poetry of authors associated with the Beat Movement of the late nineteen forties and fifties and their influence on American culture. Our study will be broadly cultural and will include films about the era, both documentary and dramatic, and music, art, and popular culture connected to the Beats. We will, like, read work by Jack Kerouac, Allen Ginsberg, and William S. Burroughs, as well as lesser lights in the Beat galaxy. Topics discussed will include the Beats as the

heirs of Whitman (Emerson and Thoreau); Zen and the Beats; Jazz and the Beats, the legacy of the Beats, the beat of the Beats, etc.

Assignments will include writing, both creative and analytical, and oral/visual presentations. Students will be required to grow goatees (males) and wear black leotards or turtlenecks (females). All students must wear shades (no lamp or window), drink cheap red wine (21 or over, half gallons only), play the bongos (badly), forego bathing (14 weeks), and study existentialism. Extra credit for leaving the class in the middle of the semester to hitchhike across the USA, travel Mexico (by foot or burro, your choice), or relocate to Tangier. Like, cats and chicks, it'll be cool, hip, and copacetic.

Prerequisite: Must not be square; must be able to handle NC-17 material.

HONORS 2010 -002 #46196 (H)
Inquiries in the Humanities
R 4:30-7:00 Wolfe, K. Seton

Storytelling: The Oral Tradition: Professionals incessantly upgrade their presentation skills with the "high-tech" of computer-driven screen and projection multi-media. Yet, cutting-edge technology still has not been able to recreate the effectiveness of the human face, expressions, voice and proximity in communicating knowledge and motivation. Technology's best efforts are faint echoes of the thousands of years of face-to-face interaction, in which storytelling has always had an integral part. Storytelling is still the most powerful method of reaching any child, student, colleague or employee, and it is all based on some remarkably basic principles and practices. These keys are the focus of this course, as well as the transfer of those practices to a variety of practical arenas. Participants learn physical awareness, vocal and facial techniques, story adoption, visualization and telling techniques, as well as coping skills with hesitation towards public speaking. In addition, the course explores the extemporaneous creation of tales to apply immediately in classroom or boardroom situations for illustration and enrichment. The course requires participants to do light creative writing, reflective journaling, and offers many opportunities to perform. If one teaches, instructs or presents at any level, once one comes out from behind the screen and becomes the story, concepts and principles come alive. This course facilitates that emergence.

HONORS 2010 -003 #46197 (H)
Inquiries in the Humanities
MW 11:00-12:15 Herman, L.

The Con Man in Literature: Even today, the confidence man or swindler is a recognizable character. The free market economy turns them out by the dozen, and one might even ask whether living in a capitalist society such as ours perhaps necessitates some form of swindling for all of us. American culture has produced wonderful portraits of this figure, from Herman Melville's *The Confidence Man* to *The Smartest Guys in the Room* (on the Enron scandal) by Bethany McLean and Peter Elkind, and Steven Spielberg's *Catch Me If You Can*. These two texts and the movie will constitute the book-ends to a course that will concentrate on two classic plays dealing with the topic, *Death of a Salesman* by Arthur Miller and *Glengarry*

Glenn Ross by David Mamet. There will be two short papers on individual instances of the conman, and a longer term paper on one particular aspect across a variety of books and movies.

HONORS 2020 -001 #46204 (H, WC)
Inquiries in the Fine and Performing Arts
TR 12:30-1:45 Wall, D.

Muse Clues: Introduction to Writing Poetry: With an emphasis on fostering development of individual style and voice, this course guides students through the elements of writing poetry. We will read selected great contemporary poets and some classics too. We will explore the practical aspects of how these poems are made and how we might apply this to our own writing. We will learn how to respond to student writing in a supportive workshop setting. Students will develop greater expertise in their own poetry by exploring form, voice, tone, and topics. This is a hands-on introductory course for those who enjoy poetry and want to learn more about how to write poetry. By the end of the class, students will have assembled their own mini collections of poems.

HONORS 2030 -001 #46212 (SS)
Inquiries in the Social and Behavioral Sciences
M 2:30-5:00 Siciliani, J. Seton

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 #46216 (SS)
Inquiries in the Social and Behavioral Sciences
MW 3:30-4:45 Kolasa, T.

Debate and Politics: This class will not only teach the more theoretical aspects of debate (rhetoric, logic, and persuasion), but will also cover the more concrete aspects of various political issues (left v. right, the courts, federalism, etc.) This course is of particular interest to those in communications, debate, politics, and history.

HONORS 2030 -003 #46218 (SS)
Inquiries in the Social and Behavioral Sciences
TR 9:30-10:45 Winkler, A.

Work, Families, and Public Policy: This course will examine the economic roles of women and men in the labor market and the household. Various topics covered, including extensive discussion of measurement of non-market production and its inclusion in the GDP. Students will be expected to:

1) use and interpret data; 2) do extensive outside reading and actively participate in class; 3) write an analytical paper on a policy issue.
(Same As Economics 2410)

HONORS 2030 -004 #46219 (SS)
Inquiries in the Social and Behavioral Sciences
TR 2:00-3:15 Tranel, M.

Changing Where We Live: Who Makes the Changes and How? These are interesting questions and ones that many of us from different disciplines should try to answer. The St. Louis area, and its core city, evolved considerably in the 20th Century, and appear poised to continue changing in the 21st. This course explores equity and sustainability in regional quality of life by examining the relationship among environmental, economic, and social justice conditions. Topics include: urban sprawl, environmental quality, economic and racial segregation, job creation, and the region's role in the global economy and the global environment. The emphasis in this course is placed on positive actions students can take to address the issues raised, and this innovative course gives students of many disciplines a chance to consider "where we live." Students with majors in business, communication, social work, political science, and education are just some of those who could benefit from such an inquiry.

HONORS 2030 -005 #46220 (SS)
Inquiries in the Social and Behavioral Sciences
M 4:00-6:30 Wilson, J.

The Legacy of Forest Park: "Forest Park shows how the people of St. Louis, in one of their most optimistic moods, would like to see themselves."

This course will investigate the role of public parks and open space in urban society, with special emphasis on Forest Park in St. Louis. Participants will be introduced to the history of St. Louis parks, the background of Forest Park and the Forest Park Master Plan. Forest Park Forever, and the unique private-public partnership which has helped to implement the master plan, will be discussed.

Students will be offered the unique opportunity to meet managers of the Park and representatives of the cultural institutions (zoo, art museum, history museum, etc.) within the Park to learn about their roles and philosophies. We will come to know the Park in ways that most people never will; the special places, the moods, the community connections. We will undertake a service project within the park thereby leaving our own mark on the landscape. We will investigate one section or aspect of the park in detail, prepare a research paper on the results and present the results to the class.

This course would be especially appropriate for those drawn to community development, public policy, urban studies, non-profit management, education, youth development, recreation and related areas.

HONORS 2050 -001 #46224 (NS)
Inquiries in the Natural Sciences
M 2:00-4:30 Bourne, C. LeGras

Evolution Revolution: Charles Darwin's 1859 "On Origin of Species" forever changed our understanding of man's place in the world. Yet today, most Americans don't realize how central the understanding of evolution by natural selection is in drug development, criminology, food production, disease control and prevention and preservation of endangered species have tested Darwin's ideas against the real world and made remarkable discoveries about "The Tree of Life." By the early 21st century we now know much more about the origins of biodiversity from advances in genetics, paleontology, embryology, and ecology. Nevertheless, religious objections to teaching evolutionary theory in public schools resurface periodically and the resulting media coverage and courts trials often leave the public more confused than enlightened about what evolution is. In order to dispel some of this confusion and bring some clarity to the issues, we will examine the science behind evolutionary theory. Through readings in recent books written for the general public by prominent scientists and prize-winning science writers, and supplemented by videos and class discussions, we will explore both the science of evolution and the social and historical context of the Evolution Revolution. How did we evolve from fish anyway?

HONORS 2050 -002 #46228 (NS)
Inquiries in the Natural Sciences
W 1:00-3:30 Hart, D. Seton

The Evolution of our Human Ancestors: "Where did we come from?" and "what were the first humans like?" are questions that have been asked since Darwin first proposed the theory of evolution by natural selection. One commonly-accepted answer to these questions is that our early ancestors were killers of other species and of their own kind, prone to violence and even cannibalism. In fact, Man the Hunter is the prototype of early humans that permeates literature, the media, and most scientific writings. But is there any evidence to support the idea that a smallish, upright being with no claws and relatively tiny teeth, with no tools or weapons for millions of years, could have been a deadly creature? Is it a feasible theory that a spirit of cooperation and a desire for social harmony were totally absent from our ancestors? This seminar will look at the human family fossil record and at the behavior and ecology of our closest primate relatives to find the elusive trail of our human genealogy. Discussions based on assigned readings, as well as films, laboratory exercises, and field trips will be a part of the seminar. We will occasionally join with a coordinated seminar from the Department of Anthropology, Washington University given by Dr. Robert Sussman. A research project and paper will be required.
(Same As Anthro. 3291)

HONORS 2050 -003 #46232 (NS)
Inquiries in the Natural Sciences
TR 11:00-12:15 Feldman, B. LeGras

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

HONORS 2070 -001 #46236
Inquiries in Education
R 1:00-3:30 Hensley, T.

Introduction to American Schools: While meeting the requirements of the 2211 course in the College of Education, 2211 in the Honors College places a greater emphasis on the historical development of American schools and the impact that schools and society have upon each other. A variety of teaching/learning methods will be employed with reflective practices being featured. 2211 is one of three introductory, prerequisite courses to the Teacher Education Program, but the course also may be of value to students considering careers in other professions. **(Same as ED 2211, HIS 2000)**

HONORS 2080 -001 #46240
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 #46244 (H)(CD)
Inquiries in the Humanities: Cultural Diversity
T 1:00-3:30 Eckelkamp LeGras

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 guided discussion format. No prior knowledge of Japanese or Asian culture is required.

Students will be graded on weekly writing, participation in discussion, a midterm paper and final paper on *Genji* related topic of student's choice.

HONORS 3010 -001 #46272
Advanced Honors Seminar in the Humanities
MW 2:00-3:15 Herman, L. 202 Lucas

The Historical Novel After 1950: Postmodern historical novelists supposedly indulge in unmasking historical "truth" as a fiction, not least because a specific version of the facts can allegedly no longer be canonized. However, this relativizing tendency does not fail to "reinstall historical contexts as significant and even determining" (Linda Hutcheon) at the same time. So to what extent does the postmodern historical novel actually differ from its predecessors? This question will be answered by zooming in on three strong American examples of the genre, *V.* (1963) by Thomas Pynchon, *Ragtime* (1975) by E.L. Doctorow, and *Underworld* (1997) by Don DeLillo. The course will prepare the ground for an in-depth discussion of these three books by considering the history of the historical novel, by comparing historical fiction and non-fiction, and by reading a conventional historical novel, Margaret Mitchell's *Gone With the Wind* (1936). Students will be tested about the individual novels. They will also be required to write a term paper in which they investigate a specific aspect of historical representation.

(Same As English 4950.002)

HONORS 3010 -002 #46276
Advanced Honors Seminar in the Humanities
R 1:00-3:30 Fuss, P. C309

Rousseau: Hardly anyone has had more influence on recent modern life and thought than Jean-Jacques Rousseau (1712-1778). His *Discourse on the Origin and Foundations of the Inequality Among Men* inspired social protest throughout the Western world and helped pioneer the disciplines of cultural and philosophical anthropology. *Emile*, aptly called the "first French Revolution," has provoked numerous attempts at utopian educational reform. *The Social Contract* still stands as the most uncompromising argument for popular sovereignty ever written—even while its pivotal concept, "the general will," is thought by some to have paved the path to totalitarian politics. Rousseau taught Immanuel Kant to respect the moral intuitions of the common man, and preceded Hegel and Marx in conceiving socio-political processes dialectically.

(Same As Philosophy 4483)

HONORS 3010 -003 #46280
Advanced Honors Seminar in the Humanities
F 9:30-12:00 Griesedieck, D. Seton

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 #46284
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 Philosophy 2258)

HONORS 3010 -005 #46288
Advanced Honors Seminar in the Humanities
TR 2:30-3:45 Bohan, R. 203 Lucas

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

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

(Same As Art History 4475)

HONORS 3010 -006 #46292**Advanced Honors Seminar in the Humanities****T 3:30-6:00 Walterscheid, K. C209**

Culture and Cuisine of France: This upper-level interdisciplinary seminar explores the relationship between the French and the food they consume—from the Gauls 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 influence of the wheat-based culture of ancient Rome, and the influence of Germanic, Italian, Arab, African, and Vietnamese cultures.

We will also address the economic and trade background, such as the food-related reasons for imperialism and the influence of the Americas (e.g., the Columbian Exchange). 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, the much-touted "mediterranean diet," the controversy over *foies gras*, and Proust's fixation with *madeleines*. 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? France today is the world's second largest exporter of foods (after the United States) and a world leader in such food-related health as great longevity (ahead of the United States).

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 French is required.

HONORS 3010 -007 #46293**Advanced Honors Seminar in the Humanities****MW 9:30-10:45 Nigro, K LeGras**

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

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

(Same As WGS 4350 and English 4930)**HONORS 3020 -001 #46296****Advanced Honors Seminar in the Fine & Perform. Arts****W 1:00-3:30 Murray, M. LeGras**

TV News Documentary: Edward R. Murrow to Ken Burns: This course is designed to review the classic TV news documentaries, rarely seen today. An examination of the background: why they were produced, the producers and sponsors, the viewing audience, their impact, and why they are seldom seen today, will all be discussed and evaluated. Select screenings of TV news documentaries will be incorporated into the course.

(Same As Media Studies 3399)**HONORS 3020 -002 #46298****Advanced Honors Seminar in the Fine & Perform. Arts****TBA Ott, L.**

20th Century Music Techniques: Prerequisite: Music 2311/2312 or consent of department. This course will consist of the study of compositional devices in tonal and atonal music of the twentieth century.

HONORS 3020 -003 #46300**Advanced Honors Seminar in the Fine & Perform. Arts****W 7:00-9:30 Petzall, J. LeGras**

Female Gaze: Picturing Abuse: Popular culture media reaches wider audiences than literature because media technologies stretch across barriers of language, class, race, and literacy. This course offers an opportunity to challenge how women's issues are represented in the mainstream media around the world. Inevitably popular Western media perpetuates cultural notions of gender norms. As our starting point, we will explore the subtle and not-so-subtle ways in which media misogyny occurs, and how these patriarchal attitudes help institutionalize myriad types of female abuse in every culture around the globe. Particular focus will be given to challenging media representations of spouse abuse, child abuse, femininity, female genital mutilation, sex workers and war.

The course combines formal lectures with screenings and discussions of current and classic media from around the world. We will screen over a dozen of the best and the latest independent films made by women and about women's issues, including experimental shorts and documentaries. These independent films offer us a unique type of literature through which we can represent and understand human nature. Some of the content may be shocking at first, but seen over a semester, the films will also allow us analyze the frequently interwoven issues concerning race, class, and gender, as we raise questions about whether we, as a culture, are telling ourselves the right stories. The independent films are intended to help male and female students see things anew, and to walk away more equipped to challenge gender-based abuse.

(Same as WGS 3350)

HONORS 3020 -004 #00000 (WC)
Inquiries in the Fine and Performing Arts
F 2:00-4:30 Gleason, N. LeGras

THIS COURSE REQUIRES CONSENT OF THE INSTRUCTOR ON A FIRST-COME, FIRST-SERVE BASIS.

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

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

HONORS 3030 -001 #46304
Advanced Honors Seminar: Social & Behavioral Sci.
R 1:00-3:30 Rochester, M. LeGras

The New World Order/Disorder in the Post-Cold War Era: As the 21st century began, there was talk of the dawning of "a new world order" in the post-Cold War era. Just two years into the century, in the wake of the events of September 11, 2001, there is worry about "the new world disorder." What exactly is the world in the 00s and beyond likely to look like? What will be the fallout from the bombing of the World Trade Center? What will come of the Soviet Union? Communist China? The European Union? The Third World (now called the Global South)? US-Japanese relations? Nuclear proliferation? The United Nations? Globalization of the world economy?

There are at least as many disintegrative, negative trends today in contemporary world affairs as integrative, positive ones. Scholarly forecasts about the future range from the most bullish and confident to the most downbeat and skeptical. We will try in this course to speculate intelligently about the future by examining the problem of world order from both a historical and contemporary perspective.

HONORS 3030 -002 #46308
Advanced Honors Seminar: Social & Behavioral Sci.
TR 9:30-12:00 McPhail, T. Seton

International Communications: This course will survey major theories, global trends, and key stakeholders in the field of mass and multi-media. It is designed to foster substantive comprehension of issues raised by transnational media corporations and their impact on other cultures and languages. Major components of this course will focus on the BBC, CNN, MTV, Euro Disney, and the internet.
(Same As Media Studies 3356)

HONORS 3030 -003 #46312
Advanced Honors Seminar: Social & Behavioral Sci.
MW 12:30-1:45 Rapti, V. 311 Clark

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 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 #46316
Advanced Honors Seminar: Social & Behavioral Sci.
T 1:00-3:30 Stein, M.

Disability and Public Policy: This course will provide an examination of legal, political, and philosophical issues surrounding disability. In this course, students can expect a variety of readings from Supreme Court cases, disability activists, and philosophers.
(Same As Political Science 3439)

HONORS 3030 -005 #46320
Advanced Honors Seminar: Social & Behavioral Sci.
W 2:00-4:30 Paese, P.

Leadership Through Self-Insight and Straight Talk: The goal of this seminar is to increase knowledge and skills in two of the most basic and most important leadership arenas: self-awareness and interpersonal communication. Conceptual material is drawn from the organizational psychology literature. Experiential exercises focus mainly on the leader's role in guiding fact-based inquiry. Students will keep a weekly journal and write a term paper.

HONORS 3030 -006 #46324
Advanced Honors Seminar: Social & Behavioral Sci.
MW 11:00-12:15 Silva, G. 206 Lucas

Political Systems of South America: This course will provide an introduction to the study of the political systems of South American. It will include an examination of the cultural context that has shaped the political, economic, and social development of states in the region.
(Same as Pol Sci 2530)

HONORS 3030 -007 #46326
Advanced Honors Seminar: Social & Behavioral Sci.
W 3:30-6:00 **Fogarty, B.**

Theory of Decision and Games: A study of rational decision making, including an introduction to social choice theory and game theory. Topics will include the following: Arrow's impossibility theorem, the spatial model, Nash equilibria, perfect and imperfect information games, repeated games, and applications to Political Science. The course is technical in nature; a prior course in mathematics (e.g., finite mathematics, calculus, statistics or an economics course with a mathematical component), symbolic logic, or some other course with comparable mathematical content will help. Political Science, Economics, Mathematics, and Philosophy majors are encouraged to register.

(Same As Political Science 4460)

HONORS 3030 -008 #46328
Advanced Honors Seminar: Social & Behavioral Sci.
MW 11:00-12:15 **Glaubius, J.** **106 CCB**

Geographic Information Systems (GIS): This course introduces the basic concepts of Geographic Information Systems (GIS), a computer program which is used to analyze spatial data. Through lectures and lab exercises, students will learn how GIS may be used for research and how to operate the popular GIS software, ArcGIS. Students will also experience all aspects of a GIS project, from data collection to data analysis to presenting results, by completing a research project. Although the examples used in lectures and data for lab exercises are tailored towards anthropological and archaeological topics, students in other disciplines such as Criminology, Economics, and Political Science may find the course useful.

(Same As Anthropology 3290)

HONORS 3070 -001 #46332
Advanced Honors Seminar in Education
R 4:00-6:30 **Hensley, T.** **LeGras**
****Meets only on August 24, August 31, September 7,**
September 14, September 21, November 16, and December 7

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 #46336
Honors Advanced Composition: Jr. Level Writing Req.
MW 11:00-12:15 **Rodgers, H.**

HONORS 3100 -002 #46340
Honors Advanced Composition: Jr. Level Writing Req.
MW 12:30-1:45 **Friedline, G.**

HONORS 3100 -003 #46344
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 **Gerth, D.**

All transfer Honors students who are admitted and enrolled after January 1999 are required to take this junior-level course, unless their major requires a specific junior-level writing class. Other Honors students may take 3100 as their required, junior-level writing course.

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

HONORS 3530 -001 #46348
Research in the Social Sciences
T 2:00-4:30 **Vandenberg, B.**

THIS COURSE REQUIRES CONSENT OF THE INSTRUCTOR ON A FIRST-COME, FIRST-SERVE BASIS.

This course will provide a framework for establishing a mentoring relationship with faculty who will sponsor and supervise students' research projects. Skill areas developed in the course include how to think critically about scientific research, how to write and develop a research proposal and how to give oral presentations on scientific work to a professional audience. The students will be expected to produce a proposal, based on their collaborative work with their mentor, that can be submitted to the Undergraduate Research Symposium and other professional conferences.

HONORS 4100 -001 #46352
Independent Portfolio Writing
ARR **Baldus, K.**

HONORS 4100 -002 #46356
Independent Portfolio Writing
ARR **Baldus, K.**

HONORS 4100 -003 #46360
Independent Portfolio Writing
ARR **Baldus, K.**

Independent Portfolio Writing: Students taking Honors 4100, the one-hour Portfolio Writing Class, should view this brief description as 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 Kim Baldus at balduski@umsl.edu.

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 #46364

Independent Study in Honors

ARR Bliss, B.

HONORS 4900 -002 #46368

Independent Study in Honors

ARR Bohnenkamp, D.

HONORS 4900 -003 #46372

Independent Study in Honors

ARR Gleason, N.

HONORS 4900 -004 #46376

Independent Study in Honors

ARR Walterscheid, K.

HONORS 4900 -005 #46380

Independent Study in Honors

ARR Noll, B.

HONORS 4900 -006 #46384

Independent Study in Honors

ARR Hart, D.

HONORS 4900 -007 #46385

Independent Study in Honors

ARR Baldus, K.

HONORS 4910 -001 #46388

Independent Study: Internships

ARR Noll, B.

****If there is no room assignment for a course, it will be assigned at a later date and clearly posted in the honors college and on our website.****