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# PIERRE LACLEDE HONORS COLLEGE

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University of Missouri-St. Louis

Winter 2006 Courses

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

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**HONORS 1100 -001 #43580 (GE)**  
**Freshman Composition**  
**MW 9:30-10:45** Friedline, G. Seton  
(See below for course description—same as section 002)

**HONORS 1100 -002 #43582 (GE)**  
**Freshman Composition**  
**TR 11:00-12:15** Mukhi, S. LeGras

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

**HONORS 1110 -001 #43586 (H)**  
**Western Traditions: Humanities**  
**MW 9:30-10:45** Noll, B. LeGras

**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. 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.

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**HONORS 1110 -002 #43588 (H)**  
**Western Traditions: Humanities**  
**MW 11:00-12:15** Baldus, K. LeGras

**Tell Me a Story: The Development of Fiction in Short Stories and the Novel:** This freshman seminar will examine the Western world by exploring some notable literary works. The course will also help students develop skills to read texts critically and persuasively analyze literary works. 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 1130 -001 #43590 (SS)**  
**Western Traditions: Social and Behavioral Sciences**  
**TR 12:30-1:45** Bourne, C. Seton

**Man and Nature:** Through readings, discussion, and videos this course examines our changing attitudes towards Nature from ancient Greece and Rome through modern times. As we explore social, political, economic, and historical influences on our interactions with the natural world, we will ask several questions: Are humans separate from or a part of Nature? Is the Earth itself a living organism? How have Native American and Asian traditions influenced Western attitudes towards Nature? What do various authors such as Thoreau, Leopold, Hardin, Commoner, McKibben, Carson, and others have to say about man's relationship to Nature? Do we use Nature or

does Nature use us? Four plants—the apple, the tulip, marijuana, and the potato provide some surprising answers.

**HONORS 1201 -001 #43592 (H)**  
**Cultural Traditions II**  
**MW 12:30-1:45 Bohnenkamp/Noll**  
**Marillac Auditorium**

This course surveys Western and Non-Western Cultural Traditions from 1800 until the present day and is a continuation of Honors 1200, Cultural Traditions I. It will examine the intellectual traditions of a wide variety of cultures through their major works of literature, religion, science 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 explore issues such as colonialism, nationalism and globalization and will include acknowledged classics from Western Europe, the Near East, China, India and Japan. Authors and works assigned will include selections taken from the Cultural Traditions I (H1200) text: *The Norton Anthology of World Masterpieces*, and may include: Rousseau, Goethe, Blake, Wordsworth, Whitman, Darwin, Tolstoy, Tagore, Pirandello, Freud, Lu Xun, Kafka, Mahfouz, Borges, and Achebe. The course will seek to develop in students a global timeline paralleling intellectual movements and ideas from a variety of cultures. Integrated with this study will be an in-depth examination of the techniques of critical analysis and systematic thought.

The Core class will meet weekly *en masse* for presentations, activities, films, or field trips. Eight times during the semester breakout sessions with Critical Analysis teachers will occur as will other small group meetings and projects with the course instructors. Grades will be based on a mid-term and a final paper, as well as on points accumulated in weekly assignments in the Critical Analysis breakout sections or Core class. All students will also be enrolled in a contingent Western Traditions Humanities or Social Sciences Seminar that will explore the cultural traditions of western Civilization in more depth in a more intimate atmosphere. Though both courses are free-standing, there will be considerable 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 #43594 (SS) (AHG)**  
**American Traditions: Social and Behavioral Sciences**  
**TR 9:30-10:45 Bliss, R.**

**Church, State, and Society (from the Protestant Reformation to the American Constitution):** Western societies experienced massive changes in the early modern period which challenged old ideas about the proper

relationships between and among state, society, and individuals. The Protestant Reformation not only challenged the idea of a universal Christendom but also gave rise to the idea that there was an important line to be drawn between sacred and profane. This growing “secularism” profoundly affected views of nature and science, for instance, but also gave rise to the view that there might be other, and better, bases for citizenship than one’s religious beliefs, and even the idea that church and state should be separated because they were, in fact, separate. This course considers classic western texts on social and political organization, ca. 1550-1789. Useful explanatory texts will be provided by narrative histories of England and its American colonies from the first settlements in 1607 to the creation of the American republic in 1787-89. This course may be taken for a freshman seminar and/or an American History and Government credit.

**HONORS 1310 -001 #43596 (H) (CD)**  
**Non-West Traditions: Humanities**  
**MW 2:00-3:15 Bohnenkamp, D.**

**Myth to Modernity:** This discussion seminar will introduce intellectual traditions and works from several non-western cultures from different eras and areas throughout the world, including Australia, Asia, Africa, and pre-Columbian America. The class will examine both traditional and modern 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-literate, 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 1310 -002 #43598 (H) (CD)**  
**Non-West Traditions: Humanities**  
**TR 11:00-12:15 Walterscheid, K.**  
**(See below for course description—same as section 003)**

**HONORS 1310 -003 #43600 (H) (CD)**  
**Non-West Traditions: Humanities**  
**TR 12:30-1:45 Walterscheid, K.**

**Non-Western 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 -004 #43602 (H) (CD)**  
**Non-West Traditions: Humanities**  
**TR 9:30-10:45 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 of work on the book that best suits their interests and talents. This is a perfect opportunity for students 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 1310 -005 #43604 (H) (CD)**  
**Non-West Traditions: Humanities**  
**T 1:00-3:30 Eckelkamp, E. LeGras**

**Introduction to Classical Japanese Literature and Culture:** This course will provide an introduction to Japanese literature and culture 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, and the role of non-western religions in literature. Readings will cover creation myths, the founding of the Japanese nation, the creation of the imperial order, the Heian court, the rise of the warrior class and the advent of the Tokugawa era. The objective of this course is to not only appreciate the literary artistry of the selected works but to examine them as historical, social and humanistic documents and to understand their role in the cultural and historical landscape of Japan.

**HONORS 2010 -001 #43608 (H) (WC)**  
**Inquiries in the Humanities: Irish Film and Literature**  
**TR 12:30-1:45 Wall, D.**

**The Emerald Eye:** From James Joyce to Cormac McCarthy, perhaps no single group has contributed more to literary culture in America than the Irish and Irish Americans. The historical and artistic underpinnings of this phenomenon will be examined through literature, music, and film.

**HONORS 2010 -002 #43612 (H) (WC)**  
**Inquiries in the Humanities**  
**MW 3:30-4:45 Gerth, D.**

**The Genius of Alfred Hitchcock:** Few, if any, directors have matched Alfred Hitchcock's level of both artistic *and* commercial achievement. Films like *Psycho*, *Rear Window*, and *Vertigo* still today maintain enormous popularity with casual movie watchers who respond to the "master of suspense" and with critics who continue to publish almost innumerable new studies of Hitchcock's complex techniques and themes every year.

This course will look at both of these sides of Hitchcock's genius. We'll explore formal film concepts (such as auteur theory and montage), but also Hitchcock's playful side (such as the public persona he created for promoting his films and hosting his television show), and many other areas in between. Students will be evaluated through papers and class discussion. Various critical readings on film will be required as well. Films screened and discussed will include *Notorious*, *North by Northwest*, *Strangers on a Train*, *The Birds*, *Marnie* – and of course the previously mentioned *Psycho*, *Rear Window*, and *Vertigo*.

**HONORS 2010 -003 #43614 (H)**  
**Inquiries in the Humanities**  
**MW 5:30-6:45 Dunn-Morton, J.**

**Art and St. Louis History:** Art patronage in St. Louis was traditionally tied to the growth and development of the city's merchant class who recognized art's potential as a tool for civic advancement. This course introduces artists popular at this time and explores the growth of area cultural institutions within the context of social history.

**HONORS 2010 -004 #43616 (H)**  
**Inquiries in the Humanities**  
**MW 12:30-1:45 Troy, M.**

**God in Fiction:** This course will examine how various writers use god (any god or gods) as a character motivation in fiction, and how characters' beliefs in god(s) or lack of it affects their actions and thus the story plot. We will discuss how evident the belief system of the author is, how accurate the representation of the belief is—usually this is based upon some sort of religious dogma and religious practice—and how integral the idea of god is to the

story/character/plot/dialogue, etc. This class should be of interest to many students, particularly those interested in philosophy, literature, and psychology.

**HONORS 2020 -001 #43620 (H) (WC)**  
**Inquiries in the Fine and Performing Arts**  
**TR 12:30-1:45 Mukhi, S.**

**Creative Writing--**Topic: Fiction. Students will explore the basics of fiction writing through a series of assignments and readings. By reading various selections of short fiction and excerpts from larger works, students will analyze the effectiveness of various kinds of stories, and will draft and revise their own work based on their understanding of the genre. Discussion and participation are required and are vital for success in this course. This course meets a humanities requirement and is also applicable toward the Certificate in Writing.

Students will be assessed according to participation in the class, as well as informal and formal writing assignments. The course is collaborative, and students will be expected to participate in peer revision workshops as well as conferences with the instructor.

**HONORS 2020 -002 #43624 (H) (WC)**  
**Inquiries in the Fine and Performing Arts**  
**TR 9:30-10:45 Poche, R. Seton**

**Flirting with Disaster:** The extensive media coverage of Hurricane Katrina's aftermath will undoubtedly be with us for some time. We will continue to reason and debate, possibly even try to find meaning in the destruction. The media's insatiability for information speaks not only to its recognition of this tragedy's magnitude but also to another interesting fact: disaster captures the imagination. This class will explore the writer's treatment of disaster through historical and literary texts. Where does this fascination come from? Why do we have an impulse to write and read about disaster? Does disaster writing represent the current fears of our society? What can be said about the proliferation of films and books about Global Warming? Can we make connections between the flood of Genesis and the Mississippi flood of 1927? Are there lessons to be learned here? These questions, among many others, will be examined closely as students also write their own "disaster texts" as a contribution to this tradition.

**HONORS 2030 -001 #43628 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 12:30-1:45 Rapti, V. Clark Hall**

**Constructing Ethnic Identity: How Literature, Art, and the Olympic Games Shaped Greekness:** This course explores the notion of "Greekness" through a variety of narratives revolving around the major landmarks that marked Greek history, with a particular emphasis in the Olympic Games. How was Greek identity shaped in the course of its long history, which stages did it pass through,

and what was its impact, not only on mainland Greece, but also abroad? These are some of the issues that will be addressed through close readings of representative works by major Greek and Greek-American authors and artists, including the poets C. P. Cavafy, Giorgos Seferis and Odysseus Elytis, the composers Mikis Theodorakis and Manos Hadjidakis, the film directors Théo Angelopoulos and Pantelis Voulgaris and the artists Takis and Chryssa. All these close readings will be supported by theoretical articles by major historians and cultural anthropologists such as Hélène Ahrweiler, Michael Herzfeld, and Artemis Leontis. Several film screenings will be also arranged. This course fulfills the requirements for the Greek Studies Certificate and is taught in English. This class will be of interest to many students, especially those interested in Anthropology, History, and English.  
**(Same as ANTHRO 2117 and HISTORY 2000)**

**HONORS 2030 -002 #43630 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 11:00-12:15 Kolasa, T.**

**Debate and Persuasive Techniques:** While there are several formal types of speech and debate, we will focus primarily on honing a student's skills to extemporaneously analyze a set of given facts and scenarios, synthesize additional outside information, formulate a premise and supporting facts, and then effectively communicate said premise to an audience. This class will concentrate on the persuasive techniques necessary to participate in an effective debate. Skills the student learns here will be universal skills that will be used for the remainder of the student's academic and career path. Some travel and competition to various tournaments may be required and is at the discretion of the instructor. The class is a valuable course for students of all majors.

**HONORS 2030 -004 #43634 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**T 2:00-4:30 Hoover, J. Merc. Library**

**Themes and Readings in American Indian Captivity Literature:** This class examines the history and art of perhaps America's oldest literary form—Indian Captivity Narratives—which described some of the most fascinating, if at times harrowing, experiences of settlers in the New World as they came into the lands of other cultures and customs. Captivity literature is a worldwide phenomenon especially of the European Reconnaissance in the early modern age, but the course will focus mainly on the flood of brief, humble narratives of the capture of actual people in early America, stories which were bestsellers in their day and held the horrified attention of an international readership. The variety as well as the conventions of this literature, such as violence, trans-cultural experiences, gender issues, and related topics such as slave narratives,

will be examined in selected readings and handouts based on the holdings of primary sources in the St. Louis Mercantile Library, which has collected this literature since the days of the frontier in Missouri. The class will be presented within the broader relationship of this persistent literature to historical fact and legend, of art, theater and film, and current events. Readers are encouraged to come to some conclusions concerning a true definition of this strange literature, which echoes in its violence, mystery and at times poignant beauty the broadest of truths and reflects a universal, symbolic attitude concerning all cultures in conflict. This class would be of interest to students of many disciplines including history, literature, and those interested in cultural studies.

Four short essays and class participation required.

(Same as HISTORY 2000)

**HONORS 2030 -005 #43636 (SS)**

**Inquiries in the Social and Behavioral Sciences**

**TR 9:30-10:45 Wilson, R. LeGras**

**Sports and American Culture:** This course will examine how Americans are affected by sports. Not in the way that they need water, food, or shelter, but more in the manner that music, art and television are a part of their daily lives. Sports mirror society and tackle issues of racism, sexism, politics, drugs, violence, cheating, corruption, labor issues, social class, and nationalism. This course will use sports as a backdrop to discuss these American culture issues and follow their changes over time.

Throughout the course, we will look at the participation of women in collegiate, professional, and Olympic sports. By examining how athletes, educators, promoters, and journalists have clashed and compromised over gender issues in sports, we can learn something about society's gender and sexual arrangements.

The semester will conclude with a study on the business side of sports. If modern sports began with children playing games for fun or by adults for exercise, then how did sports become a business? Strikes and lockouts have occurred in the four largest professional sports and issues such as the reserve clause, antitrust laws, and labor disputes in American sports have mirrored those found in many other industries.

**HONORS 2030 -006 #43638 (SS)**

**Inquiries in the Social and Behavioral Sciences**

**M 2:00-4:30 Stein, M.**

**World Poverty:** There are enough resources in the world to provide a decent life to all. Yet hundreds of millions of people still suffer from chronic hunger or die unnecessarily from disease. Shouldn't there be some way of relieving the suffering of the world's poor? In this course, we will examine efforts to reduce world poverty. Topics include development aid, trade and health issues, and international charity. In addition, a substantial part of the course will be devoted to philosophers' theories of international

distributive justice. Grades will be based on a midterm essay test, a final paper, and class participation.

**HONORS 2030 -007 #43640 (SS)**

**Inquiries in the Social and Behavioral Sciences**

**T 6:00-8:30 Tranel, M. Seton**

**Metromorphosis: Change and Sustainability in the St.**

**Louis Urban Environment:** The St. Louis area, and its core city, evolved considerably in the 20<sup>th</sup> Century, and appear poised to continue changing in the 21<sup>st</sup>. 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. Emphasis is placed on positive actions students can take to address the issues raised. This course is a good choice for those interested in business, urban study, political science, and community activism.

**HONORS 2030 -008 #43642 (SS)**

**Inquiries in the Social and Behavioral Sciences**

**TR 12:30-1:45 Ashmore, P.**

**The Creation-Evolution Debate:** This discussion based seminar will investigate both sides of the Creation vs. Evolution Controversy. The debate has existed in the United States since 1925 and continues today with sophisticated arguments based on "Creation by Intelligent Design" and findings from the Human Genome project. The controversy has affected educational policies in many states and is one of the most politicized arguments between liberals and ultra-conservatives. After examining the history and facts of both sides, students will actively engage in research regarding the views and knowledge base of the public as well as writing a paper concerning the effects of this controversy.

(Same as ANTHRO 3291)

**HONORS 2030 -009 #43644 (SS)**

**Inquiries in the Social and Behavioral Sciences**

**TR 11:00-12:15 Uhlmann, A.**

**Cognition Across Cultures:** This is a course about the mind. It is also a course that will blow your mind. Is the world as we know it really the world as it is? Is our commonsense really common and really sensible? Different people experience the world differently. This course focuses on the mind, and how people know, think and experience. We will seek to explore how our social experiences structure our cultural perception and experience of the world, and how the lived world – as a social phenomenon – differs across societies and cultures. This course engages with the most profound hold that 'culture' has on people in actually structuring the very world as it appears to the sentient human. The course will explore

some traditional interests anthropologists have had in cognition, and draw on contemporary advances in the study of cognition.

(Same as ANTHRO 3291)

**HONORS 2030 -010 #43646 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**W 2:00-4:30 Rowan, S.**

**Creating and Envisioning the**

**American Mountain West:** This course will examine the interlocking and competing themes involved in the expansion of the railroad system across the Rocky Mountains to the West during the period from the 1830s to the 1880s in the United States.

Principal sources will be exploration narratives and the *Pacific Railroad Reports* through 1861, available on the Making of America websites, the secondary work from Bernard De Voto to William H. Goetzmann and others on the opening of the Mountain West. The Wright Series of American Fiction will also be used for its trove of popular books and pamphlets. The role of scientists of European and American backgrounds also will be stressed (Dr. Georg Engelmann of St. Louis, Dr. Joseph Henry of the Smithsonian Institution, Alexander von Humboldt and many others). General reference in German will be Willi Paul Adams and Peter Lösche, eds., *Länderbericht USA: Geschichte — Politik — Geographie — Wirtschaft — Gesellschaft — Kultur*. History and English majors should benefit from this class which has previously never been offered in honors.

(Same as HISTORY 2000)

**HONORS 2330 -001 #43670 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 5:30-6:45 Sholy, C.**

**Islam and Political Developments in the**

**Middle East:** This course will focus on the impact of Islam on politics and policy making in the Middle East. Through looking at contemporary theories of political and social science, students will study and analyze how Islam contributes to political development in the region.

Requirements include extensive reading, class discussion, and a related research paper. Given our global situation this class should be interesting to most students, but of particular interest to political science and history majors.

(Same as POL SCI 2520)

**HONORS 2050 -001 #43652 (NS)**  
**Inquiries in the Natural Sciences**  
**W 1:00-3:30 Bourne, C. LeGras**

**Darwin to Evo Devo:** Through readings, discussion, videos, and selected websites, we will examine three major Revolutions in our understanding of evolution. The first is Charles Darwin's "Theory of Natural Selection" in which the interaction of the individual with its environment results

in evolution of species. The second is the "Modern Synthesis" including our understanding of the genetic basis of inheritance, mutation, and recombination as the sources of variation and continuity from generation to generation. The third is the "Evo Devo Revolution" that explains how genetic information gets transformed into physical form in animals. We will address questions such as: How did life evolve onto land? How does "micro-evolution" lead to "macro-evolution"? Do genes or the environment drive evolution? Why do people have sex? Does the evidence of evolution reveal a random or non-random universe? Is there evidence for Design theory? Is there really warfare between Science and Religion?

**HONORS 2050 -002 #43656 (NS)**  
**Inquiries in the Natural Sciences**  
**TR 2:00-3:15 Hart, D. Seton**

**Human Diversity and the Concepts of Race:** The idea that humanity can be divided into races has no grounding in science. Biological, anthropological, and genetic research constantly adds to the overwhelming evidence that members of the human species are extraordinarily similar and that our slight morphological differences are found on a continuum rather than in neat groupings called races. We will explore all aspects of the racial myth, including environmental significance of skin color, the history of categorization as a political tool, human variation below the epidermal layer, and intelligence and how it relates to culture and biology. This inquiry-based seminar will approach a highly charged topic with objective scientific facts. Be ready to dispel any preconceived notions! Class meetings will combine seminar discussions, films, and hands-on activities. Please note that this class satisfies a natural science for Gen. Ed.

**HONORS 2060 -001 #43668**  
**Inquiries in Business**  
**MW 3:30-4:45 Rust, D.**

**Issues in Transportation:** This course provides an overview of the transportation sector, including providers, users, and government regulation. The course places particular emphasis on the history of transportation in the United States. The importance and significance of transportation, the operational aspects of the transportation modes of rail, water, motor, air and pipeline; the demand and supply of transportation, and the managerial aspects of these modes of transport are covered in the course. Course goals are, first, to acquaint students with the importance and evolution of the transportation system in the United States, second, to facilitate understanding of current operations and trends within the transportation modes and third, to encourage students to think and write critically about the United States' transportation system and, specifically, how the system reflects the interplay between technological, societal, and economic factors.

**HONORS 2070 -001 #43672****Inquiries in Education****R 1:00-3:30 Hensley, T. LeGras**

**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 2070 -002 #43674****Inquiries in Education****T 1:00-3:30 Catapano, S.**

**Children in Urban Schools:** In this course, students will work with education intern students in an urban school. The focus of the course will be on readings about issues of poverty and the impact on children and families. Each student will select a research topic to be explored and completed in the field site. Students will support education students by looking at factors beyond the school environment.

**HONORS 3010 -001 #43676 (H)****Advanced Honors Seminar in the Humanities****T 1:00-3:30 Fuss, P. C309**

**Melville:** Melville's narrator is a recovering near-suicide with an accursed biblical name. The captain, Ahab, is a vindictive megalomaniac who means to flush the gods out of their hiding places or prove there are none. His first mate is a sobersided, courageous Christian who experiences a psychic meltdown in his captain's presence. The head harpooner is a displaced Polynesian who despairs of embracing Christendom because of its...er, works. Then there's Pip, the little black Alabama cabin boy who "touches bottom" and is rewarded for it by madness. And Fedallah, Ahab's demonic Doppelganger, who may be a figment of the captain's, and/or the crew's, imagination. And, of course, the White Whale.

Well, you get the idea. Actually, *Moby Dick* is all sweetness and light—every ten or twelve chapters. I like to think of it as Melville's phenomenology of the American soul, a cost-accounting of its vital urges. Whatever, it is probably our greatest book.

Grades will be based on two short papers, two somewhat longer ones, and whatever helpful contributions to class discussion you care to make. Ability to row is not mandatory.

**(Same as Philosophy 2274)****HONORS 3010 -002 #43680 (H)****Advanced Honors Seminar in the Humanities****M 2:00-4:30 Baldus, K. LeGras****The Eighteenth-Century English Novel:**

**Forging a New Genre:** While offering Honors students the opportunity to develop more advanced skills of literary analysis, this course also fulfills the Area 4 requirement for English majors.

This course begins by exploring a literary world without novels. In the midst of revolutionary changes occurring in the social and political realm, English authors in the eighteenth century introduced the novel as an expression of the cultural obsession with novelty. Focusing on authors such as Defoe, Richardson, Fielding, and Burney, we will consider eighteenth century experiments with the style and structure of the novel; these readings will be juxtaposed with modern critics' theories of the novel. In addition, we will explore documents and images revealing cultural features of the eighteenth century, including the expanding literary marketplace, increasing commercialization, growing social mobility and evolving constructions of gender. Student responsibilities will include some in-class writing and a short essay. During the final weeks of the class, students will prepare and present a mini-academic conference which will include panel discussions of original research and critical perspectives on the novel. Please note that this class satisfies one of the five areas for English majors, but students from all majors may take the course. **(Same as ENGLISH 4950)**

**HONORS 3010 -003 #43684 (H)****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 -004 #43688 (H)**  
**Advanced Honors Seminar in the Humanities**  
**MW 11:00-12:15 Griesedieck, D.**

**Twentieth Century Philosophers:** We will study the two traditions which dominated 20th century philosophical thought, the analytic and the continental. Basic to the course are the questions of how such different conceptions of philosophy evolved and why they continue to be so far apart. Most of the reading will be from five key figures in the earlier part of the 20th century: Husserl, Russell, Wittgenstein, Heidegger and Sartre. Among more recent figures to be discussed will be: Quine, Rorty, Derrida and Foucault. There will be no exams but two major papers, plus frequent short writing assignments. Attendance and participation are very important.  
**(Same as PHILOSOPHY 3305)**

**HONORS 3020 -001 #43700 (H) (WC)**  
**Advanced Honors Seminar in the Fine and Performing Arts**  
**MW 11:00-12:45 Ebest, S.**

**Writing Autobiography:** The purpose of this course is to introduce the basics of autobiographical writing, develop critical reading and thinking, improve personal and reflective writing skills, and in the process gain self knowledge and self esteem. We will read and discuss 5-6 autobiographies and write and revise daily mini-autobiographies (2 pg. minimum); from these, students will develop their own autobiography for the final project.  
**(Same as WGS 3350 and ENGLISH 3120)**

**HONORS 3030 -001 #43708 (SS)**  
**Advanced Honors Seminar in the Social and Behavioral Sciences**  
**M 2:00-4:30 Paese, P. Seton**

**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 -002 #43712 (SS)**  
**Advanced Honors Seminar in the Social and Behavioral Sciences**  
**W 2:00-4:30 Stein, M.**

**War Crimes:** The twentieth century saw massive human rights violations, and the twenty-first century has not started well either. In this course, we will study the history and politics of genocide, crimes against humanity, and war crimes, along with the international response to these crimes. The course will include material on the law of war

and on international criminal tribunals, such as the Nuremberg tribunal and the International Criminal Court. We will also look at some of the issues surrounding U.S. treatment of prisoners taken in recent conflicts. Grades will be based on a midterm essay test, a final paper, and class participation.  
**(Same as POL SCI 3290)**

**HONORS 3030 -003 #43716 (SS)**  
**Advanced Honors Seminar in the Social and Behavioral Sciences**  
**W 2:00-4:30 Siciliani, J.**

**Human Sexual Behavior Across Historic Periods and Cultures:** This course is designed to help students learn to think and write critically about the history of human sexuality across cultures. We will also focus on the cross-cultural aspects of human sexuality in the present day, worldwide. We will be examining both scientific and popular culture literature. Popular culture media will be important in this course, as it is often the most accurate source of information on current and past societal trends within the area of human sexuality. It is expected that all students will welcome the chance to explore topics that may have, in the past, been associated with some level of discomfort. We will be examining these topics in-depth, in a seminar course setting.

**HONORS 3030 -004 #43720 (SS)**  
**Advanced Honors Seminar in the Social and Behavioral Sciences**  
**T 4:00-6:30 Cosmopoulos, M.**

**Ritual, Death, and Sports: Archaeology Of Greek Mythology**  
**(Same as ANTHRO 3225 and ART 2112)**

**HONORS 3060 -001 #43744**  
**Advanced Honors Seminar in Business**  
**Feb 3 & 4 (Friday & Saturday) 8:00-5:00**  
**Feb 17 & 18 (Friday & Saturday) 8:00-5:00**  
**Mar 3 & 4 (Friday & Saturday) 8:00-5:00**  
**Stephens, M. LeGras**

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

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

- Empower people to collaborate competently and confidently;
  - Apply influence skills in all directions—with direct reports, peers and bosses.
- Because this course builds toward the planning and practicing of the real-life interaction facing the student, it will prove especially valuable for students presently working in any type of leadership capacity. As such, this course strongly emphasizes application and strives to build a strong bridge from the classroom back to the real-life leadership situations.

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**Honors 3060 -002 #43745**

**Advanced Honors Seminar in Business**

**TTh 9:30-10:45 McIvor, R.**

**International Business Strategy:** As the pace of globalization accelerates the discipline of business strategy has become more international. The primary aim of this course is to develop an understanding of strategic management of an enterprise engaged in international business. Students will be able to analyse an organization strategically in terms of the organization, its environment and future strategic options. This includes understanding how the competitive position of a firm is developed based on organizational structure, country-based sources of advantage and their distinctive competencies. The secondary aims of the course are (1) to develop an understanding of the implications of information and communication technologies for international strategy and (2) to provide the opportunity to further develop analytical skills and decision-making in situations characterized by uncertainty and complexity.

(Same as **Business Administration 3680**)

**HONORS 3070 -001 #43748**

**Advanced Honors Seminar in Education**

**W 1:00-3:30 Hensley, T.**

**Leadership for Life:** This course provides an introduction to leadership theory while involving students in their own exploration of leadership practices, with an emphasis on building shared vision and community. Regular class meetings will be combined with individual sessions resulting in students sharing the findings of their projects. The nature of each individual research plan will determine the venues for research. The course design is well-suited to students in diverse areas of study including education, history, business, and other disciplines.

**HONORS 3100 -001 #43660**

**Honors Advanced Composition: Jr. Level Writing Req.**

**TR 11:00-12:15 Poche, R.**

(See below for course description—same as section 003)

**HONORS 3100 -002 #43661**

**Honors Advanced Composition: Jr. Level Writing Req.**

**MW 2:00-3:15 Gerth, D.**

(See below for course description—same as section 003)

**HONORS 3100 -003 #43662**

**Honors Advanced Composition: Jr. Level Writing Req.**

**MW 12:30-1:45 Friedline, G.**

**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 3535 -001 #43664**

**\*4CreditHours**

**Research Seminar in the Social and Behavioral Sciences**

**W 1:00-3:30 and (5) Friday sessions: 2/17, 3/24, 4/7,**

**4/14, 4/28 1:00-3:30 Hart, D. Weds. --Seton**

**Primate Behavior:** In this research-based seminar we will investigate the behavior of our closest living relatives – the non-human primates. Preceding the individual student research projects that will be conducted at the St. Louis Zoo, we will initially focus on the morphology and taxonomy of species included in the primate order. We will also discuss various aspects of primate social organization and social structure, sexual behavior, aggressive and affiliative behavior, deception and manipulation, cognition and communication. After an analysis of research methodologies used in the study of animal behavior, our specific knowledge of primate behavior can then be applied by each student during the process of conducting observations and collecting data on a primate species. This course satisfies the methods requirement for Anthropology majors. (Same as ANTHRO 3292)

**HONORS 4100 -001 #43756**

**Independent Portfolio Writing**

**ARR Baldus, K.**

(See below for course description—same as section 003)

**HONORS 4100 -002 #43758**

**Independent Portfolio Writing**

**ARR Baldus, K.**

(See below for course description—same as section 003)

**HONORS 4100 -003 #43760**

**Independent Portfolio Writing**

**ARR Gleason**

**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 and INTERNSHIP SESSIONS**

**HONORS 4900 -001 #43764**  
**Independent Study in Honors**  
**ARR Bliss, B.**

**HONORS 4900 -002 #43768**  
**Independent Study in Honors**  
**ARR Bohnenkamp, D.**

**HONORS 4900 -003 #43772**  
**Independent Study in Honors**  
**ARR Gleason, N.**

**HONORS 4900 -004 #43776**  
**Independent Study in Honors**  
**ARR Baldus, K.**

**HONORS 4900 -005 #43780**  
**Independent Study in Honors**  
**ARR Hart, D.**

**HONORS 4900 -006 #43784**  
**Independent Study in Honors**  
**ARR Noll, B.**

**HONORS 4910 -001 #00000 1-6 Hours**  
**Independent Study: Internships**  
**ARR Noll, B.**