

PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Fall 2007 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 #46144 (GE)
Freshman Composition
 MW 9:30-10:45 Staff C307

HONORS 1100 -002 #46148 (GE)
Freshman Composition
 MW 12:30-1:45 Staff C309

HONORS 1100 -003 #46152 (GE)
Freshman Composition
 TR 11:00-12:15 Staff C211

HONORS 1100 -004 #46156 (GE)
Freshman Composition
 TR 12:30-1:45 Staff Seton 16

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 #46160 (H)
Western Traditions: Humanities
 MW 9:30-10:45 Kelly, M C209

Hot Topics in the Western World: Climate Crisis and other Great Debates from Galileo to Gore: Well, it's pretty much official – the planet is getting hotter and the reason is human activity, or so say 99.99% of scientists. More and more politicians agree, too. But as little as a two or three years ago, the debate still raged. Through the ages, people have debated heartily such things as the shape of the earth, the plausibility of educating women, and minority rights. In this class we will explore the ways in which societies fight through the big issues of the day and come to some sort of consensus, however uneasy. We will look at such things as science v. religion, the feminist and men's movements, the civil rights movements, the environmental movement, and, finally, a topic the class chooses to examine. You'll need your thinking cap, your writer's wrist, your open mind, and, depending on how hot it is outside, maybe not much else.

HONORS 1110 -002 #46164 (H)
Western Traditions: Humanities
 TR 3:30-4:45 Gerth, D. Seton

Against the Grain: Counter-Cultural Traditions in Western Civilization: Are you sick of *The Man* always keeping you down? Do you feel oppressed by *bourgeois* values? Is your only regret about your multiplicity of tattoos and piercings the fact that now *everybody* seems to have tattoos and piercings? Congratulations on being part of an age old community! As long as there have been cultural traditions, there have been counter-culture traditions that resist the dominant ideologies. This course will explore the literature, philosophy, theology, and theory of against the grain thinkers and movements. We will begin our survey with ancient Western civilization, examining alternative interpretations of traditional scriptures, and proceed chronologically up to the present, concluding with hippies, various "isms," and Chuck Palahniuk's *Fight Club*. Other readings will include selections from the Gnostic gospels, the Marquis De Sade, Hunter S. Thompson, Karl Marx, Geoffrey Chaucer and many more.

HONORS 1130 -001 #46172 (SS)
Western Traditions: Social & Behavior Sciences
 MW 12:30-1:45 Bourne, C. LeGras

Rainforest Ramble: 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 #46176 (H)
Freshman Symposium: Cultural Traditions I
MW 9:30-10:45 Noll, B. Seton

This freshman course will introduce students to a liberal arts approach to education while surveying Western and non-Western cultures from their ancient beginnings to the seventeenth century. It introduces the intellectual traditions of these cultures through major works of literature, religion, philosophy and history. As we examine specific works in their cultural contexts, we will compare and contrast Western and Non-Western attitudes towards such issues as the concept of reality, the afterlife, the interplay of reason and emotion, and ideas of nature and civilization. Our readings will include works from Europe, the Near East, China, India, and Japan—works that continue to shape our society today. In surveying these influential texts, students will develop crucial academic knowledge and skills as they identify and analyze connections in studies across the disciplines.

HONORS 1200 -002 #46180 (H)
Freshman Symposium: Cultural Traditions I
MW 11:00-12:15 Baldus, K. Seton
(See Section 001 for course description)

HONORS 1200 -003 #46184 (H)
Freshman Symposium: Cultural Traditions I
MW 12:30-1:45 Noll, B. Seton
(See Section 001 for course description)

HONORS 1200 -004 #46188 (H)
Freshman Symposium: Cultural Traditions I
TR 11:00-12:15 Gerth, D. Seton
(See Section 001 for course description)

HONORS 1200 -005 #46192 (H)
Freshman Symposium: Cultural Traditions I
TR 2:00-3:15 Gerth, D. Seton
(See Section 001 for course description)

HONORS 1230 -001 #46196 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 9:30-10:45 Wilson, R. Seton

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 1230 -002 #46200 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 11:00-12:15 Hankinson, C. C307

Why Americans Hate Politics: On average, voter turnout on a presidential election is approximately 52%. Only 47% of Americans say they trust the federal government to do what “is right” all of the time or nearly all of the time. These statistics illustrate the increasing levels of dissatisfaction and disengagement of the American people. Why is it that Americans seem to hate politics and why does that matter?

This course will address these two questions, as well as other important questions. Topics will include, but not limited to: the media, presidential campaigns, political parties, public opinion and foundations of our democracy. As a result of this class, students will be able to understand the American government and their important roles in that system.

HONORS 1230 -003 #46202 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 2:00-3:15 Hankinson, C. C307

Why Americans Hate Politics:
(See Section 002 for course description)

HONORS 1310 -001 #46204 (H)
Non-Western Traditions: Humanities
TR 12:30-1:45 Wall, D. LeGras

Tough Guys, Sex Bombs, and Warrior Queens: This course will examine competing ideas of the heroic in Literature, Film, Popular Culture, and Folklore. We will explore questions such as: what defines the exceptional life? What is the heroic, and how does culture represent the larger-than-life figures who embody it? We will examine both contemporary and ancient ideas of social order, spiritual meaning, and gender roles in films, literature, myth, and music. Irish, Asian, Native American, and other non-western-traditioned pieces will be included.

HONORS 1330 -001 #46212 (SS)(CD)
Non-Western Traditions: Social & Behavior Sciences
TR 12:30-1:45 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 1330 -002 #46214 (SS)(CD)
Non-Western Traditions: Social & Behavior Sciences
MW 2:00-3:15 Huddleston, C. Seton 16

Native Rights in a Globalized World: Environmental issues are often a point of contention between large-scale industrialized populations and indigenous groups. These issues can take many forms - land ownership, resources, or even the freedom of movement. Do international environmental groups such as GreenPeace have the right to stop the Inuit, an indigenous people, from hunting seals for fur? Does an international mining conglomerate have an ethical duty to pay indigenous people for the extraction of resources from their lands? Do shops that sell 'natural' products have to live up to the same standards? Should chemical companies have to disclose what they release into watersheds to local tribal reservations? Why are indigenous people caught in these types of conflicts? Is there anything they can do against multinational companies or even State governments? What role do cultural values play in these issues? We will explore these topics through several key examples and try to understand what is at stake, the dynamics behind these conflicts, and what the future will hold for indigenous groups.

HONORS 2010 -001 #46216 (H)
Inquiries in the Humanities
MW 11:00-12:15 Muckler, D. C307

Philosophy: Thought and Logic: This Honors Philosophy course helps students develop skills required to identify, analyze, and evaluate arguments. Students will read real-life arguments presented in ordinary language and learn ways to represent their structure. They'll learn to sort arguments into two broad categories – deductive and non-deductive – based on their degree of certainty and to assess them accordingly.

The analysis of these arguments will be based on examples drawn from different writings such as letters to the editor and short editorials, advertising, excerpts from the history of philosophy, and longer articles on a variety of subjects. To reinforce some key notions of the course, a bit of time will be spent learning how to do proofs in a formal system. The course will also cover larger issues such as differences between scientific and moral reasoning, the effects of gender on reasoning, and the role of reasoning in politics.

This course is strongly recommended for all honors students from all disciplines. It will enhance your abilities to think, speak, and write more logically and persuasively. The methods taught in this class will help you improve and practice your critical and logical thinking skills; these skills can be usefully applied to their other classes and majors.

HONORS 2010 -002 #46220 (H)
Inquiries in the Humanities
T 4:45-7:15 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 #46224 (H)
Inquiries in the Humanities
TR 12:30-1:45 Walterscheid, K. C211

Censorship: In 387 BCE, Plato recommended censoring Homer, especially for immature readers. Since that time, censorship has been a recurring feature of western civilization. Recently censored works include the Babar children's books, "Ali Baba and the Forty Thieves," and even the Merriam-Webster dictionary. Subjects as innocuous as cleaning fluff out of the human navel and as important as the Bible have been censored. This interdisciplinary seminar will focus on the many manifestations of censorship advocated and used by individuals, religious groups, political factions, businesses, schools, and the state. Laws preventing the publication and distribution of certain materials and the arrest (or execution) of the producer of unlawful materials are just two of the many forms of censorship. We look at these and at more subtle forms as we try to define censorship and understand its history and its effect on the United States in the twentieth century. Readings will include works by Plato, Milton, Mill, Twain, Shakespeare, Sanger, and Comstock. Grades will be based on active participation, quizzes, several short papers, one research paper, and one oral presentation.

HONORS 2020 -001 #46228 (H, WC)
Inquiries in the Fine and Performing Arts
F 2:00-4:30 Gleason, N. LeGras

Bellerive: 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 2020 -002 #46229 (H, WC)
Inquiries in the Fine and Performing Arts
TR 12:30-1:45 Nye, M. NB6

Flash Fiction: Writing the Short Story: How short can a short story be? This course will examine a wide range of stories that are as long as 2000 words, and as short as 50. Through readings and class discussions, students will be acquainted with the conventions of short-short writing, study contemporary voices in the form, and be provided with the opportunity to create their own short-short fiction. We will write several short-short stories over the course of semester, and participate in a workshop format to look both critically and analytically at their writing. In this course, less is definitely more.

Grading will be based on class participation, short writing assignments, written commentary on discussed stories, and a portfolio of short-short stories written by the student.

HONORS 2020 -003 #46230 (H, WC)
Inquiries in the Fine and Performing Arts
TR 9:30-10:45 Bright, C. LeGras

Fantasy Fiction: Once upon a time, all literature was fantasy. From Beowulf and Odysseus to Gandalf and Harry Potter, the characters of fantasy have shaped the way humanity looks at the world. In Fantasy as Literature, students will read and discuss three modern fantasy works by J.R.R. Tolkien, David Eddings, and J.K. Rowling, analyzing trends in modern fantasy and determining the boundaries (if any) of the genre. Students will also use allegory, heroic themes, and the lessons of published writers to create original works and worlds of fantasy. Class time will be split between discussion of published works and workshopping peer fiction. Grading will be based on class involvement, knowledge of the readings, one paper to be handed in during the semester, and a portfolio to be handed in at the end of the semester.

HONORS 2030 -001 #46232 (SS)
Inquiries in the Social and Behavioral Sciences
M 2:30-5:00 Siciliani, J. LeGras

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 #46236 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, R. C307

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 -003 #46240 (SS)
Inquiries in the Social and Behavioral Sciences
W 1:00-3:30 Kimball, D. C209

Interest Group Politics: The course will examine the role of interest groups in American politics, including the formation and growth of interest groups as well as their efforts to influence elections and public policy. The main goal is to understand the various ways, positive and negative, that interest groups contribute to American democracy. Course materials will include case studies, historical analyses, and contemporary texts on interest groups and social movements.

(Same As Political Science 2900)

HONORS 2030 -004 #46244 (SS)
Inquiries in the Social and Behavioral Sciences
R 4:00-6:30 Wilson, J. C307

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.

****This course will meet on campus for the first meeting. After that, THIS COURSE WILL MEET AT FOREST PARK, UNLESS OTHERWISE NOTIFIED BY THE INSTRUCTOR. TRAVEL ARRANGEMENTS ARE THE RESPONSIBILITY OF THE STUDENT.****

HONORS 2030 -005 #46248 (SS)
Inquiries in the Social and Behavioral Sciences
R 2:00-4:30 Yuko, S. Seton 16

Images and Readings of Aging Across The Cultures:

This unique class will offer students the opportunity to view images and explore attitudes about aging in various cultures. The course will focus on cultural differences and similarities primarily between the United States and Japan. Students will, however, research attitudes and practices of other countries outside of the U.S. and Japan. Work for this course will include formal and informal papers and seminar discussions. The class will be of interest to many majors such as Social Work, Sociology, Anthropology, and Psychology.
(Same As Anthropology 2191)

HONORS 2050 -001 #46252 (NS)
Inquiries in the Natural Sciences
MW 2:00-3:15 Bourne, C. C307

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 #46256 (NS)
Inquiries in the Natural Sciences
R 2:00-4:30 Hart, D. LeGras

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 Anthropology 3291)

HONORS 2050 -003 #46260 (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 2060 -001 #46262**Inquiries in Business****MW 9:30-10:45****Bailey, S.****LeGras**

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

PREREQUISITES: ECON 1001 and BA 2400.**HONORS 2070 -001 #46264****Inquiries in Education****R 1:00-3:30****Hensley, T.****C209**

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 TCH ED 2211, HIST 2000)**HONORS 2080 -001 #46268****Inquiries in Nursing****R 2:30-5:00****Nelson, J.****C211**

Nutrition and Health: This class will study the basic nutritional needs throughout the human life span, with analysis and comparison of alternative approaches to dietary planning. Our assigned readings and class discussions will emphasize the role of nutrition in promotion of health and prevention of illness. Based on the review of literature, analysis of typical dietary intake, and the consideration of individual preferences and life style, the student will develop a personal dietary plan for optimal health, as well as gain useful insights about the importance of health in our society today. This class is useful for students of all majors, particularly Nursing, Education and Psychology, as well as any student who is interested in his or her own health.

HONORS 2310 -001 #46272 (H)(CD)**Inquiries in the Humanities: Cultural Diversity****T 2:00-4:30****Eckelkamp****LeGras**

The Way of the Warrior: The Samurai Tradition in Japanese Literature and Film: This course will explore the historical and contemporary image of the samurai warrior

through the lens of Japanese literature, philosophical writings, and film. Topics discussed will include the belief system that gave rise to Samurai practices, archetypal Samurai figures in Japanese history, literature and film, and social attitudes that were pervasive during the time of the Samurai. The class will be conducted in a lecture/discussion format. All readings will be in English and all films will be subtitled. No prior knowledge of Japanese language or Asian culture is required.

(Same As Japanese 2150 and Anthropology 2191)**HONORS 2310 -002 #46274 (H)(CD)****Advanced Honors Seminar in the Humanities****W 2:00-4:30****Li, X.****C309**

Classical Chinese Literature and Culture: This course is a survey of the classical Chinese literature from ancient time to the fall of Qing Dynasty (1911). Through a close study of the famous classical Chinese literary works, including poems, stories, novels, plays, etc. that appeared during the long period of more than 2000 years, students will have the opportunity to explore their own ideas of what the wide variety of the classical Chinese literature is like, as well as, to understand the traditional Chinese aesthetics, psychology, poetics, and humanity represented by the classics. They will also be able to find out the different styles and artistic ways used by the poets and writers in their literary creation. At the beginning of the course, a short survey of the classical Chinese literature and its relationship with Chinese history and philosophy will be given, and towards the close of the semester, there will be a summary of the classical Chinese literature, too. During the course, at least three presentations, including a relatively detailed one about one of the four great famous novels, should be made by each student. There will be three short papers based on the presentations, and one longer final paper.

(Same As Anthropology 2191)**HONORS 2330 -001 #46276 (GE, SS, D)****Inquiries in the Social Sciences: Cultural Diversity****W 1:00-3:30****Segal, U.****C210**

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

(Same as SW 2330)**HONORS 3010 -001 #46272****Advanced Honors Seminar in the Humanities****M 9:30-12:00****Carroll, J.****C211**

Short Fiction in World Literature: We shall read a wide variety of shorter fiction, ranging from stories of less than a page to novellas of nearly 100 pages. Many of the stories were written in English, but we shall also read stories from all over the world, and from several different centuries. Along with the stories, we shall read short theoretical works on narrative and short critical commentaries on some of the fiction. The

theoretical essays will concentrate on the special challenges and rewards of shorter narratives.

We shall have reading quizzes for each class period. Each student will present several short seminar reports on the assigned reading. The reports will be designed to stimulate class discussion. Writing assignments will consist of four short papers and a final exam.

****THIS COURSE FULFILLS AN UPPER-LEVEL ENGLISH REQUIREMENT FOR ENGLISH MAJORS.****

HONORS 3010 -002 #46280
Advanced Honors Seminar in the Humanities
T 1:00-3:30 **Fuss, P.** **C309**

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

HONORS 3010 -003 #46284
Advanced Honors Seminar in the Humanities
F 9:30-12:00 **Griesedieck, D.** **Seton 16**

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 #46288
Advanced Honors Seminar in the Humanities
M 1:00-3:30 **Munson, R.** **564 Lucas Hall**

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

Hispanic Culture and Cuisine: This is an upper-level seminar exploring the relationship between Hispanic societies and the food they consume. The seminar will address different nations and eras, but the greatest emphasis will be on Spain and Mexico. It will consider both the subsistence diet of the masses and the rich cuisine (the bread and wine) of the elites.

We will start by addressing such basic issues as food and starvation, then analyze the evolution of the wheat-based culture of Spain, the influence of Muslim culture, and the corn-based cultures of the Americas. Other important topics include the modern fusion of foods and globalization. Why do some people eat the things they eat? How does food influence politics? Economics? Societal structure? Health? Class discussion will be supplemented by demonstrations and tasting of regional cuisines.

NOTE: No Spanish Required

HONORS 3010 -006 #46296
Advanced Honors Seminar in the Humanities
M 2:00-4:30 **Gentile, K.** **TBA**

Comedy: Gender and Genres: 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 #46304 (WC)
Advanced Honors Seminar in the Fine & Perform. Arts
MW 2:00-3:15 **Baldus, K.** **C211**

Papers, Presentations, and Publications: In the classroom, your writing often reaches a small audience—a professor and, perhaps, some of your fellow students. But how can your work reach out to the academic community across the country? This course will help guide you to that goal so you can

gain valuable professional experience and credentials that will strengthen your applications to graduate school or your future career development.

This course allows you to build upon your own work in disciplines such as literature, education, history or philosophy. You will work with the class to develop strategies to transform your class work into polished presentations directed toward larger academic audiences. As you investigate journals and conferences that showcase undergraduate writing and research, you will explore key elements of successful conference presentations, workshops and journal articles. Through class discussions and individual conferences, you will pursue opportunities to circulate your writing and research in the academic community.

Each of you will focus on revising one or more key works to submit for a journal or conference, and will help prepare a one-day conference for the end of the semester. Other writing for the course will include surveys of journals and academic writing, workshop responses to peers' writing, and personal journals.

****This course seeks juniors and seniors in the Humanities or Education****

This course may be taken as 3 Independent Study hours or as a 3000-level seminar. It will count toward the Certificate in Writing.

HONORS 3020 -002 #46308

Advanced Honors Seminar in the Fine & Perform. Arts
TBA Ott, L. TBA

Tonal Counterpoints: (See Instructor for description)

HONORS 3020 -003 #46312

Advanced Honors Seminar in the Fine & Perform. Arts
MW 11:00-12:15 Ebest, S. C309

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 2120)

HONORS 3030 -001 #46320

Advanced Honors Seminar: Social & Behavioral Sci.
TR 9:30-10:45 Rapti, V. 200 Clark Hall

Masterpieces of Greek Literature and Film: An Introduction to Comparative Practices: Greek literature lies at the heart of the Western literary canon. This course introduces the students to several masterpieces of ancient Greek literature in a variety of forms (epic, tragedy, comedy) such as Hesiod's *Works and Days*, Homer's *Odyssey*, Euripides's *Medea* and Aristophanes's *Lysistrata*. In which ways have these works been influential and how do they still matter today? How, in particular, have these works been popularized through film narratives and how have they been re-invented by Modern Greek writers such as Alexandros Papadiamantis (*The*

Murderess) and Nikos Kazantzakis (*Zorba the Greek*), as well as by film directors such as Théó Angelopoulos (*Reconstruction, Voyage to Cythera*)? These are, among others, some of the main questions that this course addresses through a comparative scope within the frame of broader discourses including aesthetics, ethics and gender. Course is taught in English. Four screenings are required. This course satisfies the requirements for the Certificate in Greek Studies.

(Same As WGS 3350, Anthropology 3291, and English 1130)

HONORS 3030 -002 #46324

Advanced Honors Seminar: Social & Behavioral Sci.
TR 9:30-10:45 Davis, M. C307

Urban Educational Politics: Focus on St. Louis: This course explores central issues in American urban educational politics by focusing on the situation in the St. Louis public school district. Students will investigate overlapping themes which are contextualized by issues of urban and suburban politics, state control, and gentrification of urban neighborhoods.

HONORS 3030 -003 #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 3030 -003 #46332

Advanced Honors Seminar: Social & Behavioral Sci.
M 2:00-4:30 Hankinson, C. LeGras

Politics and Pop Culture: We live in a world where the lines between entertainment and politics have become increasingly blurred. Movie and sport stars run and are elected to public office, candidates are marketed like toothpaste, and our favorite TV shows, movies, and songs are often filled with political content. This course examines the role that the entertainment media (particularly music, television and film) plays in shaping the political attitudes of Americans, particularly young adults. In addition to reading social science and cultural studies research in this area, students will listen to and/or view a number of songs, television programs and movies that contain political content or have been shown to influence the socio-political values of their users. It should be noted that this is not an "appreciation" class: students will be required to examine topics through the eyes of a scholar, not a consumer.

HONORS 3070 -001 #46356
Advanced Honors Seminar in Education
R 4:00-6:30 Hensley, T. C209

Special Topics in Education: This course provides opportunities for students to recognize concerns facing educational institutions, analyze the sources of the concerns, and recommend alternatives to address the concerns. After problem-solving processes are introduced and applied to pre-determined issues, each student will select a topic for analysis through independent study. Issues to be considered may include teacher retention, urban education, charter schools, inclusion, NCLB (high stakes testing), and educational funding. The class will not meet some weeks to provide time for research and individual meetings with the instructor. While placing an emphasis on educational issues, the course content and problem-solving processes are applicable to other disciplines.

HONORS 3100 -001 #46360
Honors Advanced Composition: Jr. Level Writing Req.
MW 11:00-12:15 Friedline, G. C209
(See Section 004 for course description)

HONORS 3100 -002 #46364
Honors Advanced Composition: Jr. Level Writing Req.
MW 12:30-1:45 Kelly, M. C307
(See Section 004 for course description)

HONORS 3100 -003 #46368
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 Wall, D. C209
(See Section 004 for course description)

HONORS 3100 -004 #46372
Honors Advanced Composition: Jr. Level Writing Req.
TR 11:00-12:15 Nye, M. C309

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 3160 -001 #00000
Honors Writing in the Sciences
MW 2:00-3:15 Friedline, G. NB6

Writing in the Sciences: As a science or nursing major, are you frustrated by the requirement to take an upper level

writing course structured around generic inclusion of a broad spectrum of interests and fields of study? Are you interested in investigating successful techniques for contemporary scientific communication and in exploring the various approaches to writing tasks relevant to scientific discourse?

This course offers an alternative to traditional composition courses that require a series of model essays. Concentrating on the types of writing required of students and professionals in scientific fields, this course is designed to develop skills and teach strategies for writing effectively in the sciences. Emphasis is placed on clarity, precision, presentation, format, style, and tone.

By considering more than the difference between a discipline's choice of MLA or APA documentation and less of a difference between literary discourse and scientific discourse, we will expand on limited definitions of literature and science that perpetuate perceptions of a gulf between the two. Combining a course text with contemporary published writing that models forms and techniques, we will focus on relevant aspects of scientific communication including identification, summary, synthesis, and evaluation as well as citing and documentation. Course discussion and workshops will apply strategies to develop precision, clarity, and accuracy appropriate to writing assignments and oral communications including routine forms, lab notes, short reports, proposals, abstracts, and a semester project relevant to the student's field of study. Near the end of semester, students will have the opportunity to present their projects to their peers.

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

PREREQUISITES FOR HONORS 3160.001: Freshman composition or equivalent and junior standing.

HONORS 3530 -001 #46376
Research in the Social Sciences
T 2:00-4:30 Vandenberg, B. C309

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

The aims of this course are to establish a mentoring relationship with a faculty member in the student's major area of study, conduct a research project under the guidance of the faculty mentor and complete a research proposal/report on the project. The faculty mentor will supervise the student's ongoing research activity and the seminar will address more general topics including evaluating experimental research, critical thinking about research design, developing a viable research idea and writing a research paper for publication. Students are expected to complete the research project and write the results during the semester, if possible, or the following semester, if necessary. This means that students are committing to conducting and completing a research project with their mentor. It is also expected that, when appropriate, students will submit and present their research at the Undergraduate Research Day and the Undergraduate Research Symposium. Juniors or

Seniors are eligible. Students will register for two courses: the Research Seminar and 3 hours of independent study with their mentor. The 6 hours can be used to meet the research requirements for the Honors certificate. If an additional semester is required to complete the project, students can register for additional independent study credit with their mentors. If you are interested, please contact the instructor, Dr. Brian Vandenberg, bvanden@umsl.edu.

HONORS 4100 -001 #46380
Independent Portfolio Writing
ARR **Baldus, K.** **ARR**

****Section 001 of 4100 is intended for students who are planning on applying to graduate school.**

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

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

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

HONORS 4100 -002 #46384
Independent Portfolio Writing
ARR **Baldus, K.** **ARR**

****Section 002 of 4100 is intended for students who are planning on entering the job market immediately after graduation.**

This one-hour course is designed for students who plan to focus on obtaining a job after graduation. Working primarily in individual consultations with an instructor, you will learn successful strategies you can apply to current and future career opportunities.

After participating in a group orientation session at the beginning of the semester, you will schedule individual conferences to consult on drafts and revisions of the documents needed for a job search. The writing projects for the course may include brief reports on various careers or companies, targeted resumes, cover letters, letters to arrange informational interviews, and prepared responses to important interview questions.

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

HONORS 4100 -003 #46388
Independent Portfolio Writing
ARR **Hensley, T.** **ARR**

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

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

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

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

INDEPENDENT STUDY SESSIONS

HONORS 4900 -001 #46392
Independent Study in Honors
ARR **Bliss, B.**

HONORS 4900 -002 #46396
Independent Study in Honors
ARR **Hankinson, C.**

HONORS 4900 -003 #46400
Independent Study in Honors
ARR **Gleason, N.**

HONORS 4900 -004 #46404
Independent Study in Honors
ARR **Walterscheid, K.**

HONORS 4900 -005 #46408
Independent Study in Honors
ARR **Noll, B.**

HONORS 4900 -006 #46410
Independent Study in Honors
ARR **Hart, D.**

HONORS 4900 -007 #46412
Independent Study in Honors
ARR **Baldus, K.**

HONORS 4900 -008 #46414
Independent Study in Honors
ARR **Gerth, D.**

HONORS 4900 -009 #46416
Independent Study in Honors
ARR Hensley, T.

HONORS 4910 -001 #46388
Independent Study: Internships
ARR Noll, B.

HONORS 4915 -001 #00000
Independent Study: Off-campus Internship
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.****