
PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Winter 2007 Courses

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

HONORS 1100 -001 #43728 (GE) C309
Freshman Composition
MW 9:30-10:45 Kelly, M.

(See Section 002 for course description)

HONORS 1100 -002 #43732 (GE) C210
Freshman Composition
TR 2:00-3:15 Hinton, C.

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

HONORS 1110 -001 #43736 (H) Seton
Western Traditions: Humanities
TR 3:30-4:45 Gerth, D.

Monsters and Metaphors: Horror: Lurking beneath our fear of vampires, werewolves, demons, and machete-wielding killers in hockey masks is an even darker and more disturbing unease with aspects of society that are far more realistic. Horror fiction and films often act as social and political critiques, morality plays, as well as avenues of psychological catharsis; they offer the imaginary as a substitute for the reality that we do not wish to examine. This course will cover the history of horror in a cultural perspective, exploring the larger, real issues that they engage with on a symbolic level. We will also complement Cultural Traditions II through our look at how the ideas put forth by Nietzsche, Darwin, Marx, and Freud contributed to and/or reflected modern societal fears. Fiction will include *Frankenstein*, *Dracula*, *The Haunting of Hill House*, *The Exorcist*, *American Psycho*, and short selections from authors such as Poe, King, and various others. Films will include *Nosferatu*, *The Bride of Frankenstein*, *Night of the Living Dead*, and *Rosemary's Baby*.

HONORS 1110 -002 #43740 (H)
Western Traditions: Humanities
MW 12:30-1:45 Pollack, D. (M)LeGras
(W)Seton 15

Environmental Collapse: Can It Be Avoided?: Environmental issues are increasingly urgent. Based on a foundation of economic and scientific methodologies (gleaned from the writings of Adam Smith, Keynes, Descartes, Kuhn and Popper) we will deploy the philosophical theories of Kant, Mill, and others in an attempt to generate a "right" way of relating to the ecosystem. We will look at how Kantian ethics demand that we behave in ways that include the "rights" of future generations to a healthy environment; how Utilitarianism would dramatically change the way mankind treats our planet; how "markets failures" generate severe environmental damage; why "business ethics" should be expanded to include the way corporations treat the planet; the science behind global warming; and the relationship of a healthy ecosystem to the "pursuit of happiness". We will also analyze Einstein's statement: "Concern for man himself and his fate must always form the chief interest of all technical endeavors...in order that the creations of our mind shall be a blessing and not a curse to mankind," to craft a "Scientific Ethic" that could drive solutions to environmental problems.

In short, the seminar will introduce students to ethical theories that provide much needed guidance in solving environmental issues.

HONORS 1130 -001 #43744 (SS) C209
Western Traditions: Social and Behavioral Sciences
MW 11:00-12:15 Bourne, C.

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

future of science in the twenty-first century and what advances we might see in our lifetimes. One intriguing question is "Are We Going to Get Smarter?"

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

HONORS 1130 -002 #43746 (SS)
Western Traditions: Social and Behavioral Sciences
TR 8:00-9:15 Bliss, R. LeGras

Slavery and Freedom in Western Culture: "The challenge . . . is to explain how a people . . . developed the dedication to human liberty and dignity exhibited by the leaders of the American Revolution and at the same time . . . maintained a system of labor that denied human liberty and dignity every day." Edmund S. Morgan, "Slavery and Freedom: The American Paradox", *Journal of American History*, 59, no. 1 (June 1972), p. 6. To meet this challenge, which arises whenever we consider that a slave-owner wrote the Declaration of Independence, we will explore the relationships between freedom and slavery, in thought and in social reality, from the time of Aristotle to the time of Frederick Douglass, and from ancient Greece to the modern American empires of Spain, Portugal, France, the Netherlands, Britain, and (of course) the United States. Our focus will be comparative and analytical, not narrative, and our reading will focus on select primary sources and landmark secondary works by the sociologist Orlando Patterson and the historian David Brion Davis. We will begin with Morgan's "American Paradox" and work out from there. Coffee will be available for those in need of it.

HONORS 1201 -001 #43748 (H)
Freshman Symposium: Cultural Traditions II
TR 9:30-10:45 Gerth, D. Seton
(See Section 005 for course description)

HONORS 1201 -002 #43750 (H)
Freshman Symposium: Cultural Traditions II
TR 11:00-12:15 Gerth, D. Seton
(See Section 005 for course description)

HONORS 1201 -003 #43752 (H)
Freshman Symposium: Cultural Traditions II
MW 9:30-10:45 Noll, B. Seton
(See Section 005 for course description)

HONORS 1201 -004 #43754 (H)
Freshman Symposium: Cultural Traditions II
MW 12:30-1:45 Noll, B. Seton
(See Section 005 for course description)

HONORS 1201 -005 #43756 (H)
Freshman Symposium: Cultural Traditions II
MW 11:00-12:15 Baldus, K. Seton

As a continuation of Cultural Traditions I, this course will survey Western and Non-Western cultures from 1750 to the present. It will examine the intellectual traditions of a

wide variety of cultures through their major works of philosophy, literature, art, and science and seek a better understanding of how people from diverse regions have perceived and explained the world around them. By comparing and contrasting Western and Non-Western attitudes toward issues such as the interplay of reason and emotion, the structures of social and natural environments, and the role of humans in society, this course will help us see these and other fundamental human concerns in a global context.

Readings will explore topics such as colonialism, modernism, and globalization and will include acknowledged classics from Western Europe, the Near East, China, India and Japan. Readings will include selections from Rousseau, Goethe, Blake, Wordsworth, Whitman, Darwin, Tagore, Freud, Lu Hsun, Kafka, Mahfouz, Borges, and Achebe.

HONORS 1230 -001 #43760 (AHG)
American Traditions: Social and Behavioral Sciences
TR 11:00-12:15 Hankinson, C. C307

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

HONORS 1230 -002 #43761 (AHG)
American Traditions: Social and Behavioral Sciences
TR 2:00-3:15 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.

(Same As Political Science 2900)

HONORS 1310 -001 #43764 (H, CD)
Non-Western Traditions: Humanities
T 1:00-3:30 Eckelkamp, E. Seton

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

in literature, and comparative study of classical Japanese and western literatures.

(Same As FLL: Japan 2150 and Anthropology 2191)

HONORS 1310 -002 #43766 (H, CD)
Non-Western Traditions: Humanities
TR 12:30-1:45 Walterscheid, K. LeGras

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 -003 #43768 (H, CD)
Non-Western Traditions: Humanities
MW 9:30-10:45 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 #43776 (SS, CD)
Non-Western Traditions: Social and Behavioral Sciences
MW 12:30-1:45 Huddleston, C. C209

Changing Ideas of Our Place in the World: How do we make new 'homes'? How do people consign significance to a place in order to make it have value? This seminar will explore how people from around the world think about their place in the world. We will discuss what it means to use the term 'home' and how that reflects how people see the world around them, including their sacred spaces, memorials and the larger landscapes in which they live.

To help focus our analysis we will discuss how humans fit into the landscape and debate whether we should be considered 'natural' or 'cultural'. The seminar will also be guided by discussions on memory and power relations (how does memory affect how a place is considered historically? Who controls how history is remembered in society? How do memory and power affect what is significant in a society?). Following this we will investigate how larger

process such as colonialism, globalization and immigration affect how people see the world around them and whether that changes their idea of what constitutes 'home'.

Work required: short, weekly reaction papers to discussions and readings, several in-class assignments, research paper.

(Same As Anthropology 1091)

HONORS 2010 -001 #43784 (H)
Inquiries in the Humanities
MW 12:30-1:45 Wall, D. C210

Shakers, Quakers, Beats, and Hippies: This course is an examination of different counter-culture movements. In it, we will look at key contrarian movements that went against the grain of the dominant main stream culture (and still do). In covering ideas from "flower power," to non-violent political resistance, to radically different attitudes toward sexuality, we will hear music; view film treatments of some of these movements; and read stories, essays, poems, and tracts that reflect these philosophies and ways of living.

HONORS 2010 -002 #43786 (H)
Inquiries in the Humanities
TR 9:30-10:45 Walterscheid, K. C309

Detective Literature: Mystery and detective fiction has been and remains a popular format in print and film media. What makes people like it? What does its popularity say about our society? That we love gore or that we love a mental challenge? Does reading mysteries affect the reader? If so, how? And if we decide that humans inherently love mysteries, why did this genre not evolve until the 19th century? And how has it changed since then? We will discuss all these topics and more, such as the birth and growth of the genre, the golden age of mysteries, and literary mysteries, so put on your deerstalker cap and find your magnifying glass. We will read authors such as Poe, Doyle, Collins, Sayers, Hammett, Borges, Priestly, Eco, and Stoppard. Student detectives will be evaluated on a short oral presentation, quizzes, several short papers, and a longer paper.

HONORS 2010 -003 #43788 (H)
Inquiries in the Humanities
MW 11:00-12:15 Gabriel, J. C309

Philosophy: Thought and Logic: (See Section 002 for course description)

HONORS 2010 -004 #43790 (H)
Inquiries in the Humanities
TR 11:00-12:15 Staff C309

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 -005 #43792 (H)
Inquiries in the Humanities
TR 11:00-12:15 Phillips, M. C211

Ancient Western Epics in the Cultural and Historical Contexts: This course will consider the Greek Iliad and the Odyssey, the Latin Aeneid, and, more briefly, some later Western epic poems such as the Anglo-Saxon Beowulf, the medieval Greek Digenis Akritas, the Old French Chanson de Roland, and the German Nibelungenlied. We will consider the very different historical background and cultures each grew out of, some characteristics, and how they came into being. Most of them arose as oral epics, in contrast to poems written as literary creations; we will look at the characteristics of each and how the form and content were used.

HONORS 2010 -006 #43794 (H)
Inquiries in the Humanities
M 4:00-6:30 Spencer, J. LeGras

Revolution and Change: This course will examine how writers, musicians, and painters reacted to a world in upheaval. We'll study four fascinating and revolutionary decades in "Western" history, 1895-1925. It was a time when Europe and America were rapidly changing into the world we see around us today. The world was moving toward the terrible crash known as the Great War (World War I). New ideas and forces were bubbling up that are still bubbling today: women's rights, sexual freedom, pacifism, and violent rebellion against the rich and politically powerful.

We will read, watch, and listen to the ways these revolutionary changes in attitude are captured by the plays, novels, paintings, and music of this exciting era. We will read several novels and view film versions of several of the works we'll be reading, along with other films that

dramatize the era's vital issues and events, including the monumental "Lawrence of Arabia." Set in 1918, it tells us all that we need to know about how America got into its current problems in Iraq and the Middle East.

Students will write essays analyzing the literature we cover, as well as write and present a short research project on an artist, philosophical issue, or historical or cultural development of the period. Students will also keep a journal for recording your reactions to the history of the time, plus its literature, music, and art. If you're an English, music, art, or education major, or if you're simply "into" history and literature, or if you're just intrigued by the ways artistic folks interpret and criticize their world through the arts, this course is for you.

HONORS 2020 -001 #43800 (H, WC)
Inquiries in the Fine and Performing Arts
MW 12:30-1:45 Kelly, M. C211

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

HONORS 2020 -002 #43802 (H, WC)
Inquiries in the Fine and Performing Arts
TR 9:30-10:45 Friedline, G. C211

Writing and Editing in the Creative World: This course examines the relationship between reading and creative writing in both fiction and nonfiction. Course objectives include discovering and developing personal techniques that maximize the writing process, testing and applying those techniques in a variety of genres, reconsidering grammar as providing the tools for creative expression as well as clarity, polishing mechanical skills and refining stylistic choices, and ultimately becoming a more effective self-editor. Course readings will include handouts and texts in which editors and contemporary authors and pedagogues discuss the pedagogy, philosophy, and/or process of writing. Writing assignments will include in class free writes, grammar and editing exercises, journals, formal writing assignments, and a final seminar portfolio of

20-25 pages of finished writing developed during the semester.

HONORS 2020 -003 #43804 (H)
Inquiries in the Fine and Performing Arts
R 4:30-7:00 Wolfe, K. LeGras

Media Literacy in the Information Age: Do you want to see clearly, and for yourself? Then you will need to discern truth and value from false manipulation in the thousands of messages you receive from the various pervasive media of American culture. You will need to keep from being an all-absorbing sponge, while also avoiding a jaded and hypercritical attitude. Your participation in this course spurs you in this critical-thinking process. Media Literacy focuses on raising awareness of our ubiquitous media outlets, discovering the governing principles of the media dynamic, and the practice of seeing “underneath” the obvious messages to their more latent intent and subtle effects.

Participants discuss such topics as personal experience with media, production values/producers’ purpose, and the effect the images and messages have on American attitudes toward sex, race, consumerism, violence and beauty. Participants will engage in discussions, debates and roundtables on various topics. Other requirements range from introspective activities to light statistical research, a reading of/essay on Ray Bradbury’s *Fahrenheit 451*, and two or three products/projects in various media. This course opens the participants’ eyes, challenges their assumptions and awakens them to a new perspective on our media-driven culture.

HONORS 2030 -001 #43808 (SS)
Inquiries in the Social and Behavioral Sciences
R 4:00-6:30 Rapti, V.

Constructing Ethnic Identity: How Literature, Art, and The Olympics 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. Course taught in English.

HONORS 2030 -001 CONTINUED
(Same As Anthropology 2117, History 2117, and FLL: Greek 2150)

HONORS 2030 -002 #43812 (SS)
Inquiries in the Social and Behavioral Sciences
MW 3:30-4:45 Kolasa, T. C309

The Marxist Tradition: This course will examine why Marxism is still relevant by looking at its complex and interesting history. The course will address several questions: Who was Marx and why is he still important? How did Marx change the course of socialist and Western history? How did Marxism change after his death? What role did Lenin, Stalin, and Mao have on Marxism? The class will use both primary and secondary sources and will heavily emphasize class discussions and the writing of papers.
(Same As Political Science 3690)

HONORS 2030 -003 #43816 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Ashmore, P. C307

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 -004 #43820 (SS)
Inquiries in the Social and Behavioral Sciences
TR 9:30-10:45 Wilson, R. C307

The Disease of Fear and Fear of Disease: Epidemic Diseases in Western Civilization: Since the beginning of time, humans have faced a battle against infectious disease. As soon as the medical community thought they had eradicated diseases like polio, small pox and the plague, new diseases have appeared and old ones reemerged. With the advent of a possible avian bird flu epidemic, this course will expose students to the history of disease, medicine and society’s reaction to an unknown threat. With the world becoming a more interconnected commercial culture, diseases usually found in remote areas can quickly be transmitted across the globe. How society deals with the threat of epidemic disease can be uncovered by studying the responses of the past as the disease of fear can lead to the prospect of the breakdown of world order.

This course is an interdisciplinary course as we use history, sociology, psychology, economics and political science as a forum for discussing the decisions made by western civilization in regards to commerce, disease and urban and social reform. The course will begin with a discussion on the plague in the fourteenth and fifteenth century and conclude with a study of the avian bird flu.

Throughout the semester we will focus on the yellow fever and cholera epidemics of the nineteenth century as well as tuberculosis, small pox, influenza, AIDS and SARS. With the possibility of new epidemic diseases on the horizon, the disease of fear has remains strong. This class will be of interest to all majors, particularly those in the sciences, nursing, and history.
(Same As History 2000)

HONORS 2030 -005 #43824 (SS)
Inquiries in the Social and Behavioral Sciences
T 2:00-4:30 White, L. LeGras

Rule of Law in America: The idea of a “government of laws not men” articulated by John Adams in the Massachusetts Constitution in 1780 has been chosen as the cornerstone for this course. The course will accompany the student on a path from the adoption of the Magna Carter by the King John’s Chancery in England in 1215 to the adoption of the English Common Law in the newly formed American Colonies in the mid 18th century. It will then examine some of the most important legal documents produced by this fledgling democracy, such as the Declaration of Independence, the Constitution, and the Bill of Rights. This path will lead us from the beginning of our country through its early development and to the country we know today.

The student will examine some of the most important decisions by the judicial branch of government starting with one of the most important cases of the Marshall Court, Marbury v. Madison in 1803, along with several other landmark cases, such as Dred Scott v. Sandford, Plessy v. Ferguson, and Brown v. Board of Education. Throughout the course the “government of laws not men” cornerstone will be reinforced. The monumental role of the Supreme Court in our development as a nation will be yet another topic on our tour.

The course will end with a review of our role as a citizen in this democracy, and what is expected of each and everyone of us, i.e., the duty to report crimes, the duty to obey the law, to perform jury duty, to vote, and to protect those who are unable to protect themselves.

The incorporation of these concepts by the student will be demonstrated through a series of short papers, both individual presentations as well as group presentations to the class, and through the use of occasional essay question examinations.
(Same As CCJ 4380)

HONORS 2030 -006 #43828 (SS)
Inquiries in the Social and Behavioral Sciences
M 2:00-4:30 Hankinson, C. C209

Citizen Participation: Keystone of Democracy:
This course examines the causes and consequences of political participation in the United States. While the main focus will be on conventional forms of participation (voting, participation in public opinion polls, issue and candidate advocacy, and citizen initiated contact with elected officials) we will also investigate the role unconventional participation (Direct action/protest) in influencing government decision making. At the core of this course lie several important questions: Are Americans politically engaged? How does the political participation of American citizens compare with that of citizens of other advanced democracies? What factors influence people to be politically active? Are some forms of participation more effective than others? What role do political elites play in encouraging or suppressing citizen participation?
(Same As Political Science 3390)

HONORS 2050 -001 #43848 (NS)
Inquiries in the Natural Sciences
W 2:00-4:30 Bourne, C. C209

Solving Contemporary Problems in Biology:
Seeking inquiring, enthusiastic, self-motivated and intellectually adventurous students. This course presents students with puzzling real world problems to be solved. Each problem serves as the basis to learn what is needed to solve the problem and as a springboard for learning important biological and ecological principles. In a small interactive group with a faculty facilitator, students set their own objectives, conduct literature searches, present oral reports to the group and engage in-group discussions. Enrichment activities include a field trip and a guest speaker. Written outlines of weekly presentations, end of problem summaries and one individual ten-page paper required. Course Prerequisites: high school biology.

HONORS 2050 -002 #43852 (NS)
Inquiries in the Natural Sciences
TR 9:30-10:45 Hart, D. LeGras

Human Diversity and the Concept 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 how race relates to culture and biology, including the environmental significance of skin color, the history of racial categorization as a political tool, human variation on a physiological level, and the myth of race and IQ.

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, labs, films, and group research activities.

HONORS 2070 -001 #43876

Inquiries in Education

W 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 2310 -001 #43880 (H, CD)

Inquiries in the Humanities

W 2:00-4:30

Li, X.

C211

Contemporary Chinese Film and Literature: This course will provide an introduction to modern and contemporary Chinese society and culture through films and readings from the Cultural Revolution onwards. Films will be examined not only as literary works, but also as mirrors of society reflecting cultural, economic, political, and social conditions, as well as changes and trends in a given time period. We will situate each film in a historical and political context and ask how an image is constructed in order to conform to the social norms. We will also discuss how traditional Chinese culture is transformed into postmodern culture. Throughout this course, we will treat the films and texts as part of a long series of attempted syntheses of foreign and Chinese heritage that continues to the present day. Topics to be discussed include, but not limited to, women and national identity. Films will include, among others, Red Detachment of Women, Yellow Earth, To Live, Raise the Red Lantern, and Farewell, My Concubine. Knowledge of Chinese language is not required. The class will be conducted in guided discussion format. This course fulfills the requirement for the non-western course component.

Students will be graded on weekly reaction papers, participation in discussion, a midterm paper and final paper. **(Same As Anthropology 2191)**

HONORS 2330 -001 #43872 (SS, CD)

Cultural Diversity in the Social Sciences

M 2:00-4:30

Huddleston, C.

C307

Violence: A Cross-Cultural Perspective: This course will investigate various forms of violence and the reasoning behind those acts through cross-cultural

examples. What is violence? How do we recognize it? We will discuss these questions by looking at ideas of personhood, the contribution of social value to acts of violence and non-violence, the idea of cultural fear and some past and current explanations of the subject.

Throughout the course we will explore different types of violence, including but not limited to: criminal violence (murder, assault, rape, etc), socially acceptable violence, war, genocide, unacceptable but practiced violence, various forms of “abuse” (spousal, child, elder), institutional violence, political violence and terrorism. We will investigate each type of violence through a cross-cultural examination of a specific act, practice or event. This will allow us to put each example in both a local and a global context. As we progress through the course, we will revisit our definition of violence to compare its viability to each different context. This will allow the class to re-examine our own cultural ideas against the cross-cultural examples used throughout the course.

Papers required: two analysis papers (analyzing specific practices against our definition of violence) and a longer research paper (looking at the historic and current context of an act of large scale violence). **(Same As Anthropology 3291)**

HONORS 3010 -001 #43884

Advanced Honors Seminar in the Humanities

T 1:00-3:30

Fuss, P.

C309

Hegel: Hegel (1770-1831), a master of dialectical method and a formidable critic of conventional approaches to philosophy, anticipated and even thought through much of what we value today in “existentialist” thinkers from Kierkegaard and Nietzsche to Buber and Sartre; Marxists from Karl himself to Adorno, Marcuse, and other revisionists; and Freudians from Freud to Erikson, Piaget, and beyond. Our single text: Hegel’s *Phenomenology of Spirit* (translated by myself and John Dobbins). This course satisfies the major requirement in the 200-level history of philosophy sequence. Non-majors are welcome; no particular background or specialized training will not be presupposed. Three papers (revisable) shall provide the main basis for grades.

“Truth is a bacchanalian revel in which there’s nary a single participant who isn’t drunk, since whenever any sets himself apart he dissolves straight away, while the revel itself just goes on as placid and pellucid as you please.” Hegel, *Phenomenology of Spirit* **(Same as Philosophy 4408)**

HONORS 3010 -002 #43888

Advanced Honors Seminar in the Humanities

W 1:00-3:30

Northcott, R.

C307

Darwinism and the Philosophy of Biology: Are we prisoners of our genes? Does evolution provide the key to understanding ourselves? How can we test its ideas? A proper understanding of Darwinism is essential to answering any of these questions. After getting straight on

the basics, this course will consider a whole range of fascinating philosophical and scientific issues and their bearing on each other. This new and exciting class will be of interest to many majors particularly Biology, Philosophy, Nursing, Anthropology, Psychology and anyone interested in how biology, evolution, religion, morality, and psychology all affect one another.

(Same As Philosophy 2281 and Anthropology 3291)

HONORS 3010 -003 #43892

Advanced Honors Seminar in the Humanities

MW 2:00-3:15 Waller, S. Lucas Hall 203

Pre-Raphaelite Painting: In the 1840s, a group of English artists and writers formed an association to reform the sterility of English art. They were committed to reviving the simple beauties of Medieval art--and to studying nature and representing modern life. This band of bohemian brothers seemed to emulate a monastic Christianity, but they also laid the groundwork for the rise of the doctrine of Aestheticism or Art for Art's sake and were closely related to the rise of the Arts and Crafts Movement. The highly detailed and meticulously finished paintings they exhibited generated controversy: while Charles Dickens called their work "blasphemous," later critics considered them the first avant-garde. Who were the Pre-Raphaelites and why did their paradoxical project cause such outrage?

This course will examine the movement in the context of British Victorian culture. We will look at the work of such artists as Dante Gabriel Rossetti, John Everett Millais, William Hollman Hunt, Edward Burne-Jones, Elizabeth Siddall, and Marie Spartali Stillman. In spring 2007 the Saint Louis Art Museum will present an exhibition of Pre-Raphaelite work, which will provide an opportunity to study the actual paintings and drawings by these artists. Class readings will include both recent scholarship and primary source material, such as the criticism of Charles Dickens and John Ruskin, the poetry of Christina Rossetti, and the essays of William Morris. Themes to be addressed include the meaning of "truth to nature," religious revivalism in painting and its connection to British imperialism, women as a construct in Pre-Raphaelite art and the role of women artists within a homosocial group, the rise of aestheticism and the arts and crafts movement. Students will be evaluated on weekly reading journal, participation in discussion, a short visual analysis and a final research paper. Pre-requisite: Art History 1100 or consent of the instructor. **(Same As Art History 4455)**

HONORS 3010 -004 #43896

Advanced Honors Seminar in the Humanities

T 2:00-4:30 McKee, C.

American Literature by Gays, Lesbians, and Bisexuals: The Activist Eighties and Nineties: Following the gay power and feminist movements of the 1970s, the gay, lesbian, and bisexual communities of America were plunged into crisis by the AIDS pandemic and hostility from

an increasingly right-wing government. Authors responded by taking to the streets and picking up their pens, writing fiction, memoir, poetry, and performance art that responded not only to the AIDS crisis, but issues of poverty, racism, environmental degradation, and sexual violence. They also continued to write about love, romance, and the power of the erotic. In this class, we will examine this work in historical and artistic context, paying attention to tradition and experimentation in literary technique. Authors we will study include: Dorothy Allison, Edmund White, Sarah Schulman, David Wojnarowicz, E. Lynn Harris, Holly Hughes, Tim Miller, and Michelle Tea. Grading will be based on three essays, a reading journal, and class participation.

(Same As WGS 3350 and English 3800)

HONORS 3020 -001 #43900 (WC)

Advanced Honors Seminar in the Fine and Performing Arts

TR 9:30-10:45 Bright, C. C209

Writing Graphics: from Comics to Novels: This course will explore the creation and execution of writing for a graphic format. The course will include reading several graphic novels and will focus on methods of communicating with artists without having any personal drawing skills, and on developing themes suitable for graphic presentation.

HONORS 3030 -001 #43904 (Global Awareness)

Advanced Honors Seminar in the Social and Behavioral Sciences

MW 11:00-12:15 Silva, E. LeGras

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

(Same as Pol Sci 2530)

HONORS 3030 -002 #43908

Advanced Honors Seminar in the Social and Behavioral Sciences

T 2:00-4:30 Stein, M. C209

Theories of Justice: An introduction to contemporary political philosophy, with special attention to theories about the just distribution of resources. We will consider various theories, including egalitarianism, libertarianism, utilitarianism, marxism, communitarianism, feminism, and multiculturalism.

(Same As Political Science 3290)

HONORS 3030 -003 #43912**Advanced Honors Seminar in the Social and Behavioral Sciences**

TR 11:00-12:15 Greene, C. LeGras

History and Processes of Economic Development:

Sixty-years of UN, World-Bank and other efforts to promote economic development in poor countries have largely failed. Economists are re-thinking their approaches, returning to an older emphasis on culture, politics and legal institutions. This course will examine the economic theory of growth and will introduce students to current research and controversies. We will place these issues in context by comparing the history of economic development in the United States and Europe to the contemporary development of poorer countries. Grades will be based upon one term paper, an oral presentation and two short exams. THIS COURSE HAS A PREREQUISITE OF MICROECONOMICS OR CONSENT OF THE INSTRUCTOR.

(Same As Economics 3900)

HONORS 3030 -004 #43916**Advanced Honors Seminar in the Social and Behavioral Sciences**

MW 12:30-1:45 Rapti, V. 200 Clark Hall

Monsters and Victims: Women Dramatis Personae in Greek Tragedy and Contemporary Adaptation:

This course explores a variety of female dramatic figures of ancient Greek tragedy representing women either as victims or monsters. From Iphigeneia, Alcestis, and Hecuba to Clytaemnestra, Phaedra, Cassandra, and Medea to name but a few, it explores issues such as the role of sex, gender, female sexuality, ritual and domestic violence in the image-making of women as either scapegoats or monsters by the three major Greek tragedians. In addition, it will explore how these issues are unsettled in contemporary adaptations of the same dramatis personae by women playwrights or performance artists in light of a wide variety of theoretical readings by feminist critics including Judith Butler, Froma Zeitlin, Peggy Phelan, Hélène Cixous. Texts will include tragedies by Aeschylus, Sophocles, and Euripides and several contemporary adaptations of their works. The course will be in form of seminar. This course fulfills the requirements for the Greek Studies Certificate. Course taught in English.

(Same As Anthropology 3291 and WGS 4350)

HONORS 3030 -005 #43917**Advanced Honors Seminar in the Social and Behavioral Sciences**

MW 2:00-3:15 Kolasa, T. C309

Debate and Speech: Global Politics: This class will be fine for beginners, but will also touch upon more advance forms of debate. You will learn the fundamentals of speech, debate, rhetoric, etc. using various global issues. We will

use the textbook Taking Sides, but also watch relevant films, documentaries, etc. to stimulate debate.

HONORS 3030 -006 #43918**Advanced Honors Seminar in the Social and Behavioral Sciences**

M 2:00-4:30 Schroeter, H. C211

The Americanization of Europe: Kazaaam! splat! Ploof! is part of a title of a book on the American impact on European culture; it is also a conception and very nearly a definition of “Americanization.” In this course we will evaluate the American impact abroad (with a focus on Europe) and consider why the last century is often called “the American century”, one which changed Europe’s culture and economy, particularly after World War II. Other observers express doubts, for instance wondering whether “globalization” is a species of Americanization. Our core questions will be concerned with the idea of Americanization. What was its impact? Was it deliberate, and if so what were its aims? If Americans wanted to teach Europeans some lessons, have Europeans learned them? What is Americanization beyond films and blue jeans and Coca Cola? Finally, we will also study European anti-Americanism and its characteristics. In one sentence, the course comprehends three aims: we will learn about the European perception of the USA, we will learn about European values, and we will reflect about American values.

HONORS 3060 -001 #43920**Advanced Honors Seminar in Business**

T 4:00-6:30 Bailey, S. C307

Behavioral Issues in Investing: In this class, we will take a behavioral and psychological view of investing and explore how individuals and organizations can achieve their financial goals with the products and services available in the 21st Century financial markets. Our inquiry will define what is or is not “an investment,” including Madison Avenue’s attempts to skew our view to the benefit of merchants and manufacturers. What motivates people to make certain investments? Why do some people invest money while others do not? These and more questions will be answered.

We will spend time attempting to understand investment concepts and analyze their utility against forecast goals. Our backdrop will be the difficulty humans have making sound or reasoned choices because of human behavior and historic perspectives.

The class will require discussion, several short papers, and some presentations. Join us in a journey into the field of financial dreams and expectations; the goal of our class will be to encourage each student to define and understand what it takes to reach and maintain financial well-being. For business majors, the course will develop the students’ sense of why people invest and what factors affect their investment choices. Non-business majors (particularly economic, psychology, sociology majors to name a few)

will gain a view of what motivates investors. Students from all majors will gain valuable information about investing which will assist them with personal and family investment decisions in the future.

(Same As Business Administration 3198)

HONORS 3070 -001 #43928
Advanced Honors Seminar in Education
R 2:00-4:30 Hensley, T. LeGras

Leading the Way: A Study of Theory and Personal Practice: This course moves students beyond traditional leadership theory as you in exploring processes of leadership. Students explore their own leadership practices through an inventory of instruments, discussions, and projects as they examine the role that leadership plays in personal and professional life. Regular class meetings, combined with individualized sessions, include a series of mini-workshops. While listed as an Inquiries in Education course, this leadership class is applicable to other disciplines.

HONORS 3100 -001 #43856 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
TR 11:00-12:15 Hinton, C. C209
(See Section 003 for course description)

HONORS 3100 -002 #43860 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
TR 12:30-1:45 Spencer, L. C209
(See Section 003 for course description)

HONORS 3100 -003 #43864 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
MW 12:30-1:45 Friedline, G. C309
(See Section 003 for course description)

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. Four-year honors students may take 3100 as their required, junior-level writing course and it will count as an honors seminar.

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

HONORS 4100 -001 #43932
Independent Portfolio Writing
ARR Staff

HONORS 4100 -002 #43936
Independent Portfolio Writing
ARR Staff

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/INTERNSHIP SECTIONS

HONORS 4900 -001 #43944
Independent Study in Honors
ARR Bliss, B.

HONORS 4900 -002 #43948
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -003 #43952
Independent Study in Honors
ARR Gleason, N.

HONORS 4900 -004 #43953
Independent Study in Honors
ARR Baldus, K.

HONORS 4900 -005 #43954
Independent Study in Honors
ARR Hankinson, C.

HONORS 4900 -006 #43955
Independent Study in Honors
ARR Noll, B.

HONORS 4910 -001 #43960
Independent Study: Internships
ARR Noll, B.

HONORS 4915 -001 #43964
Independent Study: Off Campus, Online Internship
SPECIAL CONSENT REQUIRED
ARR Noll, B.