
PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Winter 2008 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; GA=fulfills Global Awareness requirement

HONORS 1100 -001 #43764 (GE) C309
Freshman Composition
MW 9:30-10:45 Clark, H.

(See Section 002 for course description)

HONORS 1100 -002 #43768 (GE) C209
Freshman Composition
TR 11:00-12:15 Candice, 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 #43772 (H) C307
Western Traditions: Humanities
MW 12:30-1:45 Kelly, M.

Hot Topics: 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 1130 -001 #43780 (SS) LeGras
Western Traditions: Social and Behavioral Sciences
MW 11:00-12:15 Bourne, C.

Mad Scientists?: This course explores the lives of famous "mad scientists" labeled by society as eccentrics, misfits, heretics, criminals, troublemakers, spies, and magicians in their own lifetimes, who are now considered

"geniuses" who changed the course of scientific and world history. Through biographical videos and individual biographies we will examine the lives of these remarkable revolutionary intellectuals and their impacts on our lives. We will investigate the qualities that scientific "geniuses" possess and ask: What personal attributes does it take to be a "Mad Scientist?" Is genius a type of "Madness"? What is fact and what is myth? Can you predict who among the "mad scientists" of today will be considered a genius in the future? Grades will be assigned based on two short reports, two papers, class discussion, critical analysis of videos and readings.

HONORS 1130 -002 #43784 (SS) LeGras
Western Traditions: Social and Behavioral Sciences
TR 12:30-1:45 Wilson, C.

Hollywood and History: You maybe familiar with the tales or have seen the movies, but are the stories produced by Hollywood fact or fiction? Is Hollywood manipulating history just to sell tickets, or are filmmakers trying to tell a story as accurately as possible? On the positive side Hollywood has exposed people to historical topics that they previously were not familiar with, but at what cost to the original story.

Filmmakers have done more to shape the notions of the past than any other media. This course is designed to examine the truth vs. the myth of some of Hollywood's best known movies. In order to uncover the accuracy of American film making we will watch some of the great movies of all time, in conjunction with an historical account of each topic. Throughout this course we will uncover the various political, economic, social, and cultural complexities that drove the studios' decision to create these movies. Designed to complement the Freshman Seminar, this course will examine the salient figures, events, issues, ideas, values, and experiences of some the most important historical moments in time.

HONORS 1201 -001 #43790 (H) Seton
Freshman Symposium: Cultural Traditions II
MW 9:30-10:45 Kelly, M.
(See Section 006 for course description)

HONORS 1201 -002 #43792 (H) Seton
Freshman Symposium: Cultural Traditions II
MW 11:00-12:15 Baldus, K.
(See Section 006 for course description)

HONORS 1201 -003 #43794 (H)
Freshman Symposium: Cultural Traditions II
MW 12:30-1:45 Noll, B. Seton
(See Section 006 for course description)

HONORS 1201 -004 #43796 (H)
Freshman Symposium: Cultural Traditions II
TR 9:30-10:45 Kelly, M.

HONORS 1201 -005 #43798 (H)
Freshman Symposium: Cultural Traditions II
TR 11:00-12:15 Gerth, D. Seton
(See Section 006 for course description)

HONORS 1201 -006 #43802 (H)
Freshman Symposium: Cultural Traditions II
TR 2:00-3:15 Gerth, D. Seton
(See Section 006 for course description)

Cultural Traditions II: 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 #43808 (AHG)
American Traditions: Social and Behavioral Sciences
TR 11:00-12:15 Hankinson, C. LeGras

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

HONORS 1230 -002 #43810 (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.

HONORS 1230 -003 #43812 (AHG)
American Traditions: Social and Behavioral Sciences
TR 9:30-10:45 Wilson, C. C309

American Experience: Is America the Land of Liberty, Part II: Join us as we investigate controversial American topics after the Civil War such as the KKK, Big Business, Japanese Internment, McCarthyism, The Civil Rights Era, The Counter Culture and the Patriot Act.

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 that "liberty" has not always applied to everyone.

This class is designed to introduce students to various political, economic, religious and social ideas that have manifested in the life of a developing nation since the Civil War. Liberty I is not a prerequisite for this course as this course will explore the concept of liberty during the last one hundred and fifty years of America's development.

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

HONORS 1310 -001 #43816 (H, CD)
Non-Western Traditions: Humanities
T 1:00-3:30 Eckelkamp, E. LeGras

Introduction to Classical 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 Japanese 2150 and Anthropology 2191)

HONORS 1310 -002 #43820 (H, CD)
Non-Western Traditions: Humanities
TR 12:30-1:45 Walterscheid, K. C307

Family and Identity in Non-Western Literature: In this course, students will read texts from India, China, and Africa and examine the ways that culture influences family structure and personal identity. We will investigate the importance of arranged marriage, romantic love, co-wives, treatment of children, extended families, dowries, veiling, religious attitudes, gender roles, and state policies toward marriage and the family. Authors include Khushwant Singh, Mahasweta Devi, Feng Jicai, Anchee Min, Chinua Achebe, and Ngugi wa Thiong'o. Grades will be based on active class participation, journals, papers, and a presentation.

HONORS 1310 -003 #43822 (H, CD)
Non-Western Traditions: Humanities
TR 2:00-3:15 Hammond, W. C209

Non-Western Music and Culture: The study of Non-Western Music affords us the opportunity to examine selected cultures in the Near and Far East, as well as Africa. Our goal is to use the tools of cultural anthropology to gain an understanding of how music and art reflect certain values and behaviors that are often very different from those of our western societies. In an age where conventional distance and barriers are now compressed, it is vital for us to appreciate not only the similarities but the differences in cultures. The use of films, the internet and texts will form the basis of our class discussions as well as relevant and interesting projects that will allow everyone in the class to explore their special interests.

While this course is not cross-listed, it will count as Non-Western Music for music majors.

HONORS 1310 -004 #43824 (H, CD)
Non-Western Traditions: Humanities
MW 12:30-1:45 Bazzetta, J. C209

Introduction to East Asian Culture: Introduction to East Asian Culture: An ethnographic and historical survey of modern East Asia, with an emphasis on Japan, Mainland China, and South Korea. This course will examine a wide range of topics including family structure, gender relations, cultural similarities and differences, pop culture, recent history and economic development. A variety of films will be shown in class to further your understanding of the subjects explored. 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.

HONORS 1330 -001 #43828 (SS, CD)
Non-Western Traditions: Social and Behavioral Sciences
MW 9:30-10:45 Huddleston, C. LeGras

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.

HONORS 2010 -001 #43832 (H)
Inquiries in the Humanities
TR 3:30-4:45 Gerth, D. C307

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

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

HONORS 2010 -002 #43836 (H)
Inquiries in the Humanities
TR 9:30-10:45 Walterscheid, K. C211

The Literature of War: The major religions all preach against killing. Moral philosophy and ethics teach

against it. Pacifists organize movements to oppose it. International organizations try to stop it. Yet despite this, humans continue to wage war. Why? How is war different than murder? Is war necessary? Glorious? Profitable? How does war affect the soldiers, the families left at home, the civilians, the nation, the enemy, the economy? Through an examination of the literature (including film) of World War I, World War II, and the Vietnam War, we will explore how creative artists have addressed such questions. Readings will include poetry, fiction, and non-fiction by writers such as Siegfried Sassoon, Wilfred Owen, Vera Brittain, Ernest Hemingway, Arthur Miller, Norman Mailer, Bobbie Ann Mason, and Tim O'Brien. Assignments will include short papers, a long paper, and a presentation.

HONORS 2010 -003 #43840 (H)
Inquiries in the Humanities
MW 11:00-12:15 Bowers, L. C309

Philosophy: Thought and Logic: (See Section 002 for course description)
(Same As Philosophy 1160)

HONORS 2010 -004 #43844 (H)
Inquiries in the Humanities
TR 12:30-1:45 Muckler, D. C209

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 abilities to think, speak, and write more logically and persuasively. The methods taught in this class will help improve and practice critical and logical thinking skills; these skills can be usefully applied to many other classes and majors.
(Same as Philosophy 1160)

HONORS 2010 -005 #43848 (H)
Inquiries in the Humanities
MW 9:30-10:45 Bright, C. C209

Science Fiction Literature and Film: This course will help students analyze the techniques, characters, and story forms of science fiction writing and film. Using stories from H.G. Wells' *Time Machine* to George Lucas' *Star Wars*, writers will better understand the complex relationships between developing technologies, society, and the individual. Students will write about the techniques filmmakers and authors use to convey elements of the future to the population of the present. For the final paper, students will contrast two conflicting visions of humanity's future or create an original science fiction story. A science fiction writing course is slated to be offered in the Fall 2008 semester. Science Fiction Literature and Film will provide the ground floor for an elevator that rises literally to the stars.

HONORS 2020 -001 #43856 (H)
Inquiries in the Fine and Performing Arts
W 5:00-7:30 Wolfe, K. C307

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 #43868 (SS)
Inquiries in the Social and Behavioral Sciences
R 3:00-5:30 Rapti, V. 415 Clark

Myth, History, and Hollywood: Modern Greece in the Movies: The history and myths of ancient Greece and Rome figure prominently in contemporary movies and television series. Not only does Hollywood and TV networks use materials from ancient myths and history, but

the way they use these materials reflects, in many respects, modern perceptions about our own society and culture. In the present course we will examine the myths and history of Greece and Rome and analyze the ways in which these are projected in modern cinematography and television. Given the vast numbers of people whom cinema and television reach, one of the objectives of the course is to help us to understand the different aspects of the influence that, directly or indirectly, ancient cultures still exercise on our lives. The course material will consist of an intense study of Greek and Roman history, culture, and mythology, with screenings of relevant film materials.

(Same As Anthropology 3291 and Modern Greek 2150)

HONORS 2030 -002 #43872 (SS)
Inquiries in the Social and Behavioral Sciences
M 2:30-5:00 Siciliani, J. Seton

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

HONORS 2030 -003 #43876 (SS)
Inquiries in the Social and Behavioral Sciences
W 5:00-7:30 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 Carta 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 -004 #43880 (SS)
Inquiries in the Social and Behavioral Sciences
W 2:00-4:30 Hankinson, C. C307

Presidential Elections 2008: Free and fair elections are the very essence of democratic principles and ideals. While theorists disagree about other necessary components of a democracy, there is unanimity on this topic: if you don’t have elections, you’re not a democracy. One of the most important, closely followed, and, to some extent, misunderstood electoral contests is the race for the U.S. presidency. This course, appropriate for all students interested in the politics of presidential elections, examines presidential campaigning, both during the general election and primary/caucus period. How voters decide which candidate to support and how the media cover election activities and interpret election results are fundamental concerns. Other topics covered are the delegate selection process, national nominating conventions, campaign strategies, the Electoral College, campaign finance, political advertisements, presidential debates, and electoral reform.

The 2008 presidential election provides a principal focus, but recent political history is the broader context within which the current campaign is analyzed. With the unique field of candidates vying for the presidency, the 2008 campaign will provide a fresh vantage point for rethinking our understanding of presidential elections. This course requires students to become familiar with the 2008 campaign as it unfolds. There are a variety of means for doing this and students are expected to utilize most of the means available—newspapers, internet, television, etc. - to enhance their own understanding of presidential election politics.

HONORS 2030 -005 #43884 (SS)
Inquiries in the Social and Behavioral Sciences
TR 11:00-12:15 Mushaben, J. 344 SSB

Comparative Politics of Europe: The forces of nationalism have long dictated the fates of European citizens, culminating in two world wars and a forty-year division of the continent into Eastern and Western spheres of influence. The collapse of state socialism in the East, symbolized by the opening of the Berlin Wall in 1989,

coincided with a grand design to intensify the integration of European politics. But just as the Europeans psychologically adjusted themselves to embrace a new era of peace, cooperation and eventual prosperity, they were again torn asunder by the self-inflicted atrocities of the Balkan region.

This course will begin with an investigation of the “classical features” of the postwar order itself. We will then broaden our analysis to incorporate more recent developments along four thematic lines, based on a number of national “case studies.” They are 1) *political decision-making and sovereignty*, as affected by the processes of regional integration and “globalization;” 2) *national identity*, particularly as it has been affected by mass migration since 1989; 3) the transformation of the *welfare state*, as the by-product of “international competitiveness;” and 4) the impact of *democratization* and *privatization* in Eastern Europe, especially as it pertains to the political/economic rights of women.

We will also weave our way through the formidable maze of institutions and regulatory powers euphemistically known as the European Union. Students will have the opportunity to gain first-hand experience with EU policies and decision-making mechanisms by putting together proposals and “prepping” a delegation for the **Midwest Model EU simulation**, which takes place every April in Indianapolis (those who prepare and participate directly in this weekend event will be entitled to one additional hour class credit).

Grades will be based on class participation, one exam, and three short papers.
(Same As Political Science 2510)

HONORS 2030 -006 #43888 (SS)
Inquiries in the Social and Behavioral Sciences
MW 12:30-1:45 Phillips, M. C211

A Cultural Look at the Death Penalty: The death penalty has been widely popular and/or taken for granted through most of human history. Recently movements to abolish the death penalty world-wide have brought greater attention to it. This course will examine cultural backgrounds in several different times and places in an attempt to begin to understand its place in the culture, including in the United States. Students will be evaluated on five short papers and class participation. While this course is not cross-listed it will count as a senior seminar for CCJ majors.
(Same As Anthro 3291)

HONORS 2050 -001 #43892 (NS)
Inquiries in the Natural Sciences
W 1:00-3:30 Bourne, C. C309

Epidemics and Re-Emerging Diseases: We will survey the scientific and public health issues involved in the great epidemics and pandemics in world history and try to draw connections and comparisons with contemporary emerging and re-emerging epidemics and pandemics. Can a

person’s exposure to one disease confer upon him or her resistance to another disease? Can this resistance be inherited and passed on from generation to generation? Can bacteria and viruses evolve to become more or less virulent? How does human behavior affect the course of disease? Can we defeat these pesky critters or must we learn to live with them? From books, videos and recent journal articles we will see if we can find some answers to these and other questions and perhaps insights about the future. From the gory descriptions and depictions of the Black Death to the ravages of the current AIDS pandemic, mankind is in a race to defeat disease.

We will look at a number of re-emerging infectious diseases such as Polio, Tuberculosis, Ebola, Bird Flu and recent threats of SARS and West Nile Virus as well as some old standbys such as Cholera, Typhoid, Influenza and Malaria. What is the likelihood of bioterrorists using Smallpox as a bio-weapon in some future conflict? How safe are we? Is it wise to reconstruct viruses from old biological material in order to develop vaccines against future pandemics or is it a fool’s errand - creating the agent of our own demise? What are agencies like The World Health Organization, the CDC or NIH doing to keep us safe? Will public figures like Bono and Bill Gates provide enough money and publicity to eradicate these scourges from the face of the earth?

Class meetings will include discussion and analysis of assigned books, videos and current research articles with class exercises and group presentations. Two ten page papers.

HONORS 2050 -002 #43894 (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 2060 -001 #43896
Inquiries in Business
MW 9:30-10:45 Bailey, S. C307

Legal Environment of Business:
PREREQUISITES: ECON 1001 and BA 2400. 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.

HONORS 2070 -001 #43920
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 #43924 (H, CD)
Cultural Diversity in the Humanities
R 3:30-6:00 Eckelkamp, E. Seton

The Way of the Warrior: 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 Anthro 2191)**

HONORS 3010 -001 #43928
Advanced Honors Seminar in the Humanities
T 1:00-3:30 Fuss, P. C309

Desire: In this seminar, we shall investigate a subject overly neglected by philosophers. But in keeping with their passion for making distinctions, we will ask how desire relates to appetite, craving, passion, etc. We'll develop a reading list together but, at this point, some keepers are Plato's Symposium, Ann Carson's Eros; The Bittersweet, Robert Calasso's The Marriage of Cadmus and Harmony, selected poems of Emily Dickinson, Carson McCullers' The Ballad of the Sad Café, and perhaps Flaubert's Sentimental Education.
(Same as Philosophy 4408)

HONORS 3010 -002 #43932
Advanced Honors Seminar in the Humanities
T 9:30-12:00 Carroll, J. C307

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.
(Same As English 4950)

HONORS 3010 -003 #43934
Advanced Honors Seminar in the Humanities
W 2:00-4:30 McKee, C. NB6

Gay and Lesbian Literature Before Stonewall: The 1969 uprising at the Stonewall Inn, a New York City gay bar, literally fanned the flames for a social, political, and artistic revolution for gays, lesbians, bisexuals, and transgendered (GLBT) people to be open and articulate about the way they truly lived.

In this course, we will look at twentieth-century literary works, primarily from the U.S., U.K., that reflect GLBT life before the possibilities that the Gay Power and Women's Liberation movements opened up. We will look at a variety of forms of gender and sexual identity expression, and the crises that arise when the most intimate aspects of identity, sexuality and love are criminalized and repressed. By doing so, we will be able to analyze some of the most basic assumptions about what Adrienne Rich calls "compulsory heterosexuality," how much damage this pressure can do to those who lacked the desire to follow this social code, and how liberating, yet dangerous, it could be to break it.

Grading will be based on class participation, three scholarly essays, and short weekly responses to class materials.
(Same As WGS 3350 and English 3880)

HONORS 3010 -004 #43936
Advanced Honors Seminar in the Humanities
R 1:00-3:30 Baldus, K. C309

18th Century Novel: What Was New about the Novel? Developments in the Eighteenth-Century English Novel

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

This course begins by exploring a literary world without novels. In the midst of revolutionary changes occurring in the social and political realm, English authors in the eighteenth century introduced the novel as one expression of the cultural obsession with all things new and innovative. We will consider many of the eighteenth-century experiments with the style and structure of the novel: novels told through letters, sentimental novels and gothic novels, among others. Our readings will also explore modern critics' theories of the novel as well as documents revealing cultural features such as economic developments, class structures and constructions of gender. Student responsibilities will include informal writings, a short essay and a final analytical essay incorporating scholarship of the novel. Students will also prepare class presentations on particular novel genres or cultural events.
(Same As English 4450)

HONORS 3010 -005 #43938
Advanced Honors Seminar in the Humanities
MW 2:00-3:15 Griesedieck, D. C211

American Philosophers: We study three major eras of American philosophy: transcendentalist (Emerson, Thoreau), pragmatist (Peirce, James, Dewey) and analytic (Carnap, Quine, Rorty). The overriding aims of the course are (1) to see these philosophies as reflections of the distinctive American environment, and (2) to understand the evolution from one era to another.

There will be two medium-sized papers (7-10 pages) and a number of shorter written assignments. These, along with your class participation, will be the basis for your grade.

(Same As Philosophy 3307)

HONORS 3010 -006 #43940 (GA)
Advanced Honors Seminar in the Humanities
MW 2:00-3:15 Noll, B. C209

The Outsider in Modern Europe: In this discussion seminar, students will meet Gustav Aschenbach, Gregor Samsa, Harry Haller, Christa T, Raskolnikov, Meursault, and other well-known outsiders from Russia, the Czech Republic, Poland, France, Germany, Britain and Italy. By examining these literary characters in their late 19th and

early 20th century European environments, we will consider the political, social, economic, and religious forces that contribute to a character's sense of otherness and we will ask which personality traits make these outsiders so attractive to readers and writers alike. Which aspects of the outsider do we as readers relate to? What do authors gain by focusing on characters who have checked out voluntarily or have been marginalized by forces beyond their control? By comparing stories and novels from different European countries, we will examine whether the outsider's experience is fundamentally different in different cultures.

Readings will include works by Fyodor Dostoevsky, Nicolai Gogol, Hermann Hesse, Milan Kundera, Jean-Paul Sartre, Franz Kafka, Christa Wolf, and Virginia Woolf. Because we will be reading most of our texts in English translation, we will occasionally consider the interpretive choices our translators make in moving from one language to another (NO KNOWLEDGE OF FOREIGN LANGUAGES REQUIRED).

The course will provide plenty of opportunity for discussion and debate. Grades will be based on class participation, informal written responses, and two formal essays.

HONORS 3020 -001 #43944 (WC)
Advanced Honors Seminar in the Fine and Performing Arts
M 2:00-4:30 Nye, M. C309

Fiction Workshop: This is a writing workshop class for students who have been writing stories and novels on their own for some time, or for those who wish to explore fiction writing for the first time; such explorers, though, should be enthusiastic readers. Fiction Workshop stress clarity of the language, understanding point of view, and various fiction techniques. The textbook we use contains literary works, but the techniques emphasized apply to all avenues of fiction (popular, sci-fi, romance etc). The most important thing is your personal resolve to improve your own writing, to accept constructive criticism from the instructor and other student writers, and to revise and polish your stories. Other student writers will provide a sympathetic but also critical audience for your work. Writing exercises, reading assignments, journal keeping, thoughtful critiques of other students' work will also be required. Attendance and participation are mandatory.

(Same As English 3040)

HONORS 3020 -002 #43945
Advanced Honors Seminar in the Fine and Performing Arts
T 7:00-9:30 Petzall, J. C307

Female Gaze: Battling Abuse in the Media Popular culture media reaches wider audiences than literature because media technologies stretch across barriers of language, class, race, and literacy. This course offers an opportunity to challenge how women's issues are

represented in the mainstream media around the world. Inevitably popular Western media perpetuates cultural notions of gender norms. As our starting point, we will explore the subtle and not-so-subtle ways in which media misogyny occurs, and how these patriarchal attitudes help institutionalize myriad types of female abuse in every culture around the globe. Particular focus will be given to challenging media representations of spouse abuse, child abuse, femininity, female genital mutilation, sex workers and war.

The course combines formal lectures with screenings and discussions of current and classic media from around the world. We will screen over a dozen of the best and the latest independent films made by women and about women's issues, including experimental shorts and documentaries. These independent films offer us a unique type of literature through which we can represent and understand human nature. Some of the content may be shocking at first, but seen over a semester, the films will also allow us analyze the frequently interwoven issues concerning race, class, and gender, as we raise questions about whether we, as a culture, are telling ourselves the right stories. The independent films are intended to help male and female students see things anew, and to walk away more equipped to challenge gender-based abuse. **(Same as WGS 4300)**

HONORS 3030 -001 #43948 (GA)
Advanced Honors Seminar in the Social and Behavioral Sciences
W 2:00-4:30 Vandenberg, B. Seton

Existential Psychology: This course will examine existential thought in philosophy, literature, and contemporary psychology. The course will begin with an overview of the philosophers who have been instrumental in the development of existential thought. Once the philosophical roots of existential thought have been established, attention will be given to its manifestation in contemporary psychology. Particular attention will be given to how existential concepts can be used to enrich understanding of psychological functioning and clinical treatment. The philosophical and psychological perspectives will serve as a basis for understanding and interpreting the works of Tolstoy, Bellow, and others.

HONORS 3030 -002 #43952
Advanced Honors Seminar in the Social and Behavioral Sciences
M 2:00-4:30 Stein, L. LeGras

A Study of St. Louis Politics: Traditional Practices and Policy Outcomes: In this course students will study many different aspects and factors that affect redeveloping an industrial city. We will focus on how flight, deindustrialization, racial division, and the culture and tradition of machine politics have shaped St. Louis and can shape a city for years to come. St. Louis is a machine politics town that its institutional structure helps to

perpetuate. We will ascertain whether this structure affects redevelopment of a city reeling from deindustrialization, population loss, and difficult race relations. In addition, we will look from the fragmented city to the fragmented metropolitan region and ascertain the implications for growth and/or cooperation. We will also remain open to any number of different thoughts, ideas, and perspectives that are introduced that may play a role in the shaping of our city or other cities going through similar growing pains. This course will focus on St. Louis politics, who gets elected, politically racial issues, favors, and service delivery, and should interest all students who have any interest in St. Louis, urban politics, race relations, urban planning, and history.

(Same As Political Science 2900)

HONORS 3030 -003 #43956
Advanced Honors Seminar in the Social and Behavioral Sciences
R 3:30-6:00 Heidergren, C. LeGras

Fascism and Radical Right Intellectuals in Europe from the First to the Second World War: During the interwar period strong Fascist movements existed in several European countries, and some of them eventually came into power. But what exactly is Fascism? As a political phenomena? As a broader cultural phenomena? And can there be Fascist intellectuals? Is it possible to talk about a Fascist style of thought? These questions will be addressed in the course. To begin with a comparative European perspective will be followed. In due time the focus will be shifted to the very turbulent political and cultural history of the Weimar Republic in Germany. The Weimar Republic saw the rise of National Socialism, and featured a broad spectrum of radical right-wing intellectuals. The latter are sometimes grouped together under the heading Conservative Revolution. The course will reconstruct in outline the history of the Weimar Republic and take a closer look at some key figures in the right-wing intellectual scene, such as Oswald Spengler, Carl Schmitt, Ernst Jünger and Martin Heidegger.

(Same As History 2000)

HONORS 3030 -004 #43960
Advanced Honors Seminar in the Social and Behavioral Sciences
T 2:30-5:00 Jalalzai, F. C211

Women Rule: Shattering the Executive Glass Ceiling: With Hillary Clinton appearing as the early frontrunner for the Democratic nomination in 2008, the question "will America elect a female president" is everywhere. While a female president of the United States remains, at least for now, only a hypothetical, more women are shattering the executive glass ceiling in places as diverse as Liberia, Germany, and Chile. Such events cause one to ponder the circumstances under which women become presidents and prime ministers around the world and facilitate further speculation by political observers about a

woman's chances in the United States; both are the subjects of this seminar. We will explore the following questions: what factors promote women's executive leadership worldwide? How does gender affect women's representation and behavior once in office and their perceptions as leaders? What are the prospects for a woman president in the United States and what can be learned from the several women who have thrown their hats in the presidential ring throughout American history?
(Same As Poli Sci 3390 and WGS 4350)

HONORS 3060 -001 #43972
Advanced Honors Seminar in Business
MW 2:00-3:15 Kuehl, C. Seton 16

Environmental Stewardship: This course will: describe the threats and opportunities created by global climate change; provide the background information necessary to understand the problem; examine the role of business, government and individuals in creating the problem, and in providing solutions and; offer students the opportunity to participate in a project focusing on environmental improvements for a local business, university or government agency. Students will participate regularly and extensively in discussion. Members of the class will also be required to conduct internet searches to update and supplement the text or other printed information used in class. In addition students will be part of a team researching environmental issues originating in a business, school or government office. The project will culminate in a report to include background investigation, problem analysis and recommendations for the host organization.
(Same As Business Administration 3198)

HONORS 3070 -001 #43976
Advanced Honors Seminar in Education
R 1:00-3:30 Hensley, T. LeGras

Hot Issues in Schools: Hot Issues in Our Schools provides opportunities to identify and explore challenges facing K-12 school leaders as they work toward meeting students' needs. After problem-solving processes are introduced and applied to pre-determined issues, class members will select their own topics for analysis through independent research. Issues to be considered may include but not be limited to 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. Open only to Honors College students and not acceptable for graduate credit.

HONORS 3100 -001 #43900 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 Friedline, G. C209
(See Section 004 for course description)

HONORS 3100 -002 #43901 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
TR 2:00-3:15 Friedline, G. Seton 16
(See Section 004 for course description)

HONORS 3100 -003 #43902 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
MW 11:00-12:15 Nye, M. C307
(See Section 004 for course description)

HONORS 3100 -004 #43903 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
MW 9:30-10:45 Hinton, C. C211

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 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 option.

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 #43908 (WC)
Honors Writing in the Sciences
TR 11:00-12:15 Friedline, G. C307

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.

HONORS 3530 -001 #43912
Honors Research in the Social Sciences
M 2:30-5:00 Miller, J. C307

Gender and Incarceration: A Qualitative Study: Women are now the fastest growing segment of the prison population in the United States, with the U.S. incarcerating more women than any nation in the world. Some scholars have dubbed this trend "equality with a vengeance": less violent than their male counterparts, more women are serving time as the result of a complex host of punitive shifts in criminal justice and gendered social and economic changes, and there is widespread evidence that incarcerated women are underserved relative to incarcerated men. In this class, we will study these social problems in detail in the context of a collaborative research evaluation of one innovative prison program at the Women's Eastern Reception, Diagnostic and Correctional Center (WERDCC) in Vandalia, Missouri. We will conduct qualitative in-depth interviews with participating inmates, ex-offenders, and program staff, and produce a research report for the Missouri Department of Corrections. This course may be taken as an honors seminar or it may count as 3 hours of independent study—please let your advisor know as it will NOT count as both. (Some field travel required) (Same As Sociology 4330, WGS 4350, and CCJ 4390)

HONORS 4100 -001 #43980
Independent Portfolio Writing
ARR Baldus, K.

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

Independent Writing Portfolio: This one or 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 #43981
Independent Portfolio Writing
ARR Noll, B.

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

This one or two-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 #43982
Independent Portfolio Writing
ARR Hensley, T.

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

Independent Portfolio Writing: This one or 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/INTERNSHIP SECTIONS

***** Please remember that ALL honors students must fulfill a six-hour Independent Study requirement to receive their Honors Certificate. For more information on this requirement and possible ways to fulfill it, please see our website or contact Birgit Noll.*****

**HONORS 4900 -001 #43988
Independent Study in Honors
ARR Bliss, B.**

**HONORS 4900 -002 #43990
Independent Study in Honors
ARR Friedline, G.**

**HONORS 4900 -003 #43992
Independent Study in Honors
ARR Gerth, D.**

**HONORS 4900 -004 #43994
Independent Study in Honors
ARR Gleason, N.**

**HONORS 4900 -005 #43996
Independent Study in Honors
ARR Baldus, K.**

**HONORS 4900 -006 #43998
Independent Study in Honors
ARR Hankinson, C.**

**HONORS 4900 -007 #44000
Independent Study in Honors
ARR Noll, B.**

**HONORS 4900 -008 #44002
Independent Study in Honors
ARR Hensley, T.**

**HONORS 4910 -001 #44004
Independent Study: Internships
ARR Noll, B.**

**HONORS 4915 -001 #44008
Independent Study: Off Campus, Online Internship
SPECIAL CONSENT REQUIRED
ARR Noll, B.**