
PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Winter/Spring 2010 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

****Please note that the “official time schedule” is listed on the university web page under “course schedule.”**

HONORS 1100 -001 #11716 (GE)
Freshman Composition
MW 9:30-10:45 Dwiggin, K. Seton 19

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 1130 -001 #11719 (SS)
Western Traditions: Social and Behavioral Sciences
TR 9:30-10:45 Wilson, C. (Rob) Seton

History vs. Hollywood: You may be 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 Cultural Traditions, 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 #11720 (H)
Freshman Symposium: Cultural Traditions II
MW 9:30-10:45 Kelly, M. Seton
(See Section 005 for course description)

HONORS 1201 -002 #11721 (H)
Freshman Symposium: Cultural Traditions II
MW 11:00-12:15 Baldus, K. Seton
(See Section 005 for course description)

HONORS 1201 -003 #11722 (H)
Freshman Symposium: Cultural Traditions II
MW 12:30-1:45 Noll, B. Seton
(See Section 005 for course description)

HONORS 1201 -004 #11723 (H)
Freshman Symposium: Cultural Traditions II
TR 2:00-3:15 Gerth, D. Seton
(See Section 005 for course description)

HONORS 1201 -005 #11724 (H)
Freshman Symposium: Cultural Traditions II
TR 12:30-1:45 Friedline, G. Seton
(See Section 005 for course description)

Cultural Traditions II: As a continuation of Cultural Traditions I, this course will survey Western and Non-Western cultures from 1700 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 #11725 (AHG, SS)
American Traditions: Social and Behavioral Sciences
TR 2:00-3:15 Hankinson, C. C307

Honors American Politics and Government:

Whether we want to believe it or not, politics is a part of our lives and we need to understand it. Whether your future is taking you into business, or law, into education, or the arts or the natural sciences, politics will touch your lives in many ways.

The purpose of this course is to introduce the fundamentals of American government and politics, particularly the major institutions and processes. Further, it aims to develop skills and abilities in analyzing and evaluating issues and public policies in American politics. On the one hand, this course wants to stimulate interest in American politics and impart tools that can be of use to all life-long students of politics. On the other hand, this course hopes to develop critical (that is, analytical) citizens, so that each of us will have examined reasons for the choices we make.

(This course was formerly titled “Why Americans Hate Politics.” If you have taken “Why Americans Hate Politics,” you should NOT take this course.)

HONORS 1230 -002 #11726 (AHG, SS)
American Traditions: Social and Behavioral Sciences
MW 9:30-10:45 Weber, K. C307

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, Part 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 American history, but instead the course will focus on key social struggles of society. Each topic will be assigned a book on the subject as well as a selection of primary documents that the students will use for critical analysis. Through these documents, students will interpret and explore the events and ideas of those who played a part in shaping America.

HONORS 1310 -001 #11727 (H, CD)
Non-Western Traditions: Humanities
MW 11:00-12:15 Lakshmanan, Subi Seton 19

Young Adult Literature, Films and Contemporary Issues of South Asia: In today’s intensely interdependent world, there is an urgent need to bring the world to the classroom. With a focus on South Asia –Afghanistan, Bangladesh, India, Pakistan, Sri Lanka – this course will examine how children’s and young adult’s literature can enhance our understanding of issues such as the plight of refugees, human rights, poverty, “third world” development, the environment, and the tension between tradition and modernity. We will go beyond the stereotype of arranged marriages, examine child labor, scrutinize how social justice and change are represented, and explore what these books tell us about international organizations, grassroots movements, micro-economics, and multinational organizations. Participants will be introduced to the conceptualization of global education in the US, and major international human rights documents. This course is designed to further a critical understanding of diverse perspectives. We will actively discuss and analyze the books, watch documentaries and movies, share group presentations and curricular ideas.

HONORS 1310 -002 #11728 (H, CD)
Non-Western Traditions: Humanities
TR 12:30-1:45 Walterscheid, K. C209

Non-Western Culture and Cuisine: This is an introductory seminar exploring the relationship between a society and the food it produces and consumes. Many nonwestern areas and eras will be treated, but the greatest emphasis will be on the Middle East (especially Egypt), Asia (especially India and China), and Central America (especially Mexico). Course topics include the subsistence diet of the masses and the rich cuisine of elites. We will analyze the evolution of wheat-based, rice-based, and corn-based cultures, which will lead to investigation of the connection between beer and writing, agriculture and infection, tea and opium, and corn and cannibalism. Other important topics include the modern fusion of foods and globalization. Why do some peoples eat the things they eat? How does food influence politics? economics? health? Class discussion will be supplemented by demonstrations and tasting of regional cuisines. Grades will be based on active class participation, journals, several short papers, and a presentation.

HONORS 1310 -003 #11729 (H, CD)
Non-Western Traditions: Humanities
TR 2:00-3:15 Hammond, W. Seton 19

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 1330 -001 #14359 (SS, CD)
Non-Western Traditions: Social Science
MW 12:30-1:45 Born, C. Seton 19**

Japanese Popular Culture: Anime, manga, music, fashion: these are just a few of Japan's current exports. While many in the West recognize these flashy and colorful forms, few realize the true extent of the cultural influence these forms have had on American culture. In this course, we will examine how contemporary Japan is displayed and understood in various visual and literary arts. Rather than a synecdochized, fetishized generalization, we will examine social, ethical, and cultural issues that contribute to what Japan says about itself.

**HONORS 2010 -001 #11731 (H)
Inquiries in the Humanities
MW 2:00-3:15 Rohloff, W. C307**

Philosophy as Therapy: Can the methods of philosophy help us be better, happier or more fulfilled? The idea that philosophy can serve some therapeutic purpose is almost as old as philosophy itself. In this course we will examine the different conceptions of philosophy that see it as a kind of therapy. We will be interested in the specific methods that philosophers advocate for achieving a more satisfying, meaningful life. We will also be interested in philosophical views on the nature of the mind, the emotions, the self, sickness and health which support different perspectives on the nature of therapy. Readings will include works by both classical and contemporary philosophers as well as from the psychoanalytic tradition.
(Same as Philosophy 2250)

**HONORS 2010 -X01 #14334 (H)
Inquiries in the Humanities
TR 9:30-10:45 Lehoky, D. LeGras**

Experiencing Environmental Ethics: Environmental ethics can involve questions which seem distant and abstract. Wildebeest and humans contest land in Kenya and Uganda. What should be the critter's share, if any? South American rainforests are cut for cropland to feed the poor. Are there other ways to meet their needs? This course brings these broader environmental ethical issues to our doorstep, the 'wild' areas of the South Campus and neighboring St. Vincent Park. Is this a wilderness that should be preserved?

Or, is it a neglected urban thicket crying out for good management? Like Kenya and the rainforests, the future of these 125+ acres of woodland, streams, and savannah depends on human decision. How should St. Louisans decide and for what reasons? The St. Vincent woodland will be a real world "intellectual laboratory" which allows you to answer such questions by studying the woodland, discussing it, and writing about it. Through a "Mini-Almanac" you will record your own observations of St. Vincent's and your views of how it should be managed as we explore a wider range of environmental ethical issues. The Mini-Almanac will be modeled after one of three texts for the course, The Sand County Almanac, which is a classic in environmental ethics literature. In addition, we will examine selections from Common Fields, an environmental history of St. Louis, and Environmental Ethics, a collection of readings on theories of environmental ethics. **Besides forays into St. Vincent, we will also take one or two trips to other nearby St. Louis sites. Because of the travel time required, the trips will have to be on a weekend day. Should this prove to be a hardship, alternative arrangements will be made for those students affected.**

**HONORS 2010 -002 #11733 (H)
Inquiries in the Humanities
MW 11:00-12:15 Richeson, C. 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 -003 #11734 (H)
Inquiries in the Humanities
R 5:00-7:30 Wolfe, K. Seton

Speculative Fiction: Ever played "What if?" What if you lived in a society where books were illegal, where firemen came to your house to burn them? Throughout literary history there have been many 'what if' questions proposed by various authors, questions asking 'How would the quality of humanity display itself, foiled by these fantastical situations? How might an author bring across these concepts in ways that engage, entrance, and enrich our understanding of ourselves?' Such questions are the crux of the genre known as Speculative Fiction.

Say, what if you could take a course that explored a variety of novels, short fiction and film in the Speculative Fiction arena? What if you could sidestep the rules of reality, suspend disbelief and participate in enlightening discussions? Participants in the course will do this and much more. The class will traverse the range of literature from the near-prophetic *Fahrenheit 451* (Bradbury) to the post-apocalyptic, vampiric *I Am Legend* (Matheson) to the radioactive *On the Beach* (Shute) as well as a smorgasbord of other shorter fiction by great name-brand authors (including, but not limited to Vonnegut, Dahl, Dick, et al). Participants should be prepared for a reading-rich course, thought-provoking discussions and intriguing, creative writing and analytic assignments.

HONORS 2010 -004 #11735 (H)
Inquiries in the Humanities
TR 11:00-12:15 Walterscheid, K. C209

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

HONORS 2010 -005 #14360 (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*. Film screenings will include a mixture of inside and outside class time.

HONORS 2010 -006 #14361 (H)
Inquiries in the Humanities
M 2:00-4:30 Wiland, E. C309

The Philosophy of Death: The fear of death is one of the most primal human emotions. Yet philosophy is largely about reflectively stepping back from ourselves in order to determine whether we should be different. So in the class we will ask explicitly: *Why* is death bad? Is death *indeed* bad? And what is *death*? Does the inevitability of death render life meaningless? Or is mortality instead a necessary condition for life to have meaning? What, if anything, makes life meaningful? Is suicide always wrong? How could an immortal afterlife even be possible? We will study some of the great philosophers of history: Plato, Epicurus, Hume and Kant.

We will also read many essays by contemporary philosophers about these and related issues. The readings will be difficult. The standards for writing will be high.

Everyone will be expected to participate in seminar discussion.

(Same as Philosophy 2250)

HONORS 2020 -001 #11736 (WC)
Inquiries in the Fine and Performing Arts
MW 12:30-1:45 Kelly, M. C309

Creative Writing: 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 2030 -001 #11737 (SS)
Inquiries in the Social and Behavioral Sciences
TR 11:00-12:15 Hensley, T. Seton 19

Ethics and More: Character for the Common Good: Codes of conduct, personal liability, legal responsibility and character education are terms associated with the establishment and enforcement of moral and behavioral expectations in individuals, organizations, communities, and beyond. The students and instructor in Ethics and More determine the origins of ethics, assess the role of ethics as a stabilizer in society, and explore the possibility of creating ethical change within and among individuals and systems. While much of the course targets ethics of educators, other activities include opportunities to study the role of ethics in diverse professions. A portion of Ethics and More is reserved for independent inquiry in areas of students' interest with reflections from this research presented and discussed within the class.

HONORS 2030 -002 #11738 (SS)
Inquiries in the Social and Behavioral Sciences
TR 9:30-10:45 Kellogg, J. C309

From Myth to Modernity: A Cultural Study of Greece and the Balkan Peninsula: In 1950 the American journalist C.L. Sulzberger wrote that the Balkan peninsula was "filled with sprightly people who ate peppered foods, drank strong liquors, wore flamboyant clothes, loved and murdered easily, and had a splendid talent for starting wars." This course will take a closer look at the myth and reality of how the countries of the Balkan peninsula--Greece, Serbia, Croatia, Bulgaria, Albania, and Romania--are viewed by outsiders and natives. We will also examine the historical role of Greek civilization and Modern Greece in the region. We will consider issues of identity, ethnicity, nationalism, and cultural memory. The sources for our discussion will come from historical accounts, literature, travelogue, ethnography, and film.
(Same as Anthropology 2192 and Modern Greek 2150)

HONORS 2030 -003 #11379 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, C. (Rob) LeGras

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

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

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

(Same as History 2000)

HONORS 2030 -004 #11741 (SS)
Inquiries in the Social and Behavioral Sciences
TR 11:00-12:15 Mushaben, J. 333 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 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."

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 2050 -001 #11743 (NS)
Inquiries in the Natural Sciences
W 2:00-4:30 Bourne, C. LeGras

Epidemics, Emerging 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. 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? 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 #11744 (NS)
Inquiries in the Natural Sciences
MW 11:00-12:15 Bourne, C. LeGras

Mad Scientists, Catalysts of Change and Scientific Inquiry:

This course explores some of the great ideas of science and how they have permanently changed the course of scientific and world history. Through biographical videos and readings we examine the radical ideas and lives of many remarkable scientists who have generated these ideas. One goal will be to seek answers to questions such as what were their processes; why were these ideas so revolutionary and how do they impact our lives today? What is the nature of scientific inquiry and how has it changed over time? Has technological innovation changed our questions, the process of science or how hypotheses are tested? What are the roles of publication and peer review? Is accepted scientific knowledge consensus based? What lessons can we take for our own approach to the realities of the 21st century? For example, an effective 21st century “scientific mindset” might require us to understand cause and effect relationships and base opinions on evidence and facts. We will look at Galileo, Newton, Darwin, Mendel, Watson & Crick, Einstein, Franklin, McClintock, Feynman, Hawking and others such as Fauci, Hansen, Fleming, Florey, Salk, Collins & Venter, Wilson, and Grant. Grades will be based on several essays, quizzes, class presentations, analysis of

videos and readings, attendance and active participation in class discussion.

HONORS 2050 -003 #13704 (NS)
Inquiries in the Natural Sciences
TR 11:00-12:15 Feldman, B. LeGras

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

HONORS 2050 -x01 #14335 (NS)
Inquiries in the Natural Sciences
TR 9:30-10:45 Granger, C. NB6

Urban Ecology: Conservation and Restoration:

An ecological age is dawning and in the next 50 years humanity must grapple with re-creating just and livable cities and mitigating worldwide environmental degradation. Developing ecological thinking tools – environmental literacy, science literacy, and human community literacy - will become vitally important to create a green society. *Urban Ecology – Conservation and Restoration* is a hands-on, outdoor environmental studies course in the Honors College and part of CHERP (The Campus Honors Environmental Research Program). Students will explore the woods and fields of South Campus and neighboring St. Vincent Park to study ecological relatedness between organisms and environments and how healthy urban ecosystems might be conserved or restored. Students will work in small inquiry teams to contribute to campus and park ecological bio-surveys and land use management recommendations.

Students registered for Urban Ecology must also register for the one-hour lab/field work course, Honors 2051, “Inquiries in Science: Laboratory and Field Work.” All *Urban Ecology/CHERP* courses meet laboratory science General Education requirements and 2000-level course Honors College certificate requirements.

HONORS 2051 -x01 #14336 (NS)
Inquiries in the Natural Sciences: Field Work and Lab
TR 11:00-11:45 Granger, C. NB6

Lab and fieldwork: Students registered for Urban Ecology must also register for the one-hour lab/field work course, Honors 2051, “Inquiries in Science: Laboratory and Field Work.” All *Urban Ecology/CHERP* courses meet laboratory science General Education requirements and 2000-level course Honors College certificate requirements.

HONORS 2060 -001 #11745
Inquiries in Business
TR 9:30-10:45 Grimm-Howell, E. Seton 19

Honors Legal Environment of Business:
PREREQUISITES: Students must be at least sophomore standing. 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 #11746
Inquiries in Education
T 1:00-3:30 Hensley, T. C309

Honors Introduction to American Schools: While meeting the requirements of the 2211 course in the College of Education, 2070 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 is of value to students considering careers in other professions. 2070 is recognized as an elective history course. **(Same as ED 2211, HIS 2000)**

HONORS 2310 -001 #11747 (H, CD)
Cultural Diversity in the Humanities
T 2:00-4:30 Eckelkamp, E. LeGras

The World of Genji: This course provides an introduction to *The Tale of Genji*, a masterpiece of Japanese literature often considered “the first novel written in the world” and certainly the first novel written by a woman. The course will focus not only on the literary genius of the text, but also the worlds from which it arose. Among the topics discussed will be the role of poetry, romance, and religion, as well as attitudes toward education, women, illness and death that were pervasive at the time that the tale was written. The class will be conducted in a guided discussion format. No prior knowledge of Japanese or Asian culture is required.

Students will be graded on weekly writing, participation in discussion, a midterm paper and final paper on a *Genji* related topic of the student’s choice.
(Same as Anthropology 2191 and Japanese 2150)

HONORS 2330 -001 #14362 (SS, CD)
Cultural Diversity in the Social Sciences
MW 12:30-1:45 Weber, K. LeGras

India and World Culture: Have you ever enjoyed a chai? Participated in a yoga class? Wondered if something was wrong with your karma when bad things kept happening to you? If that is the case, your life has been touched by Indian culture. While this year’s best picture, *Slumdog Millionaire*, has put American focus back on India, we have been deeply affected by Indian culture, ideas, and the growing Indian economy for many years. Join us for a semester of studying the culture of the world’s largest democracy. We will take a look at Indian history, its religions, yoga, languages, gender roles, the film industry in Bollywood, and its burgeoning economy.

HONORS 3010 -001 #11748
Advanced Honors Seminar in the Humanities
W 2:00-4:30 Baldus, K. C309

Honors Restoration, Satire and the Emerging Modern Era: This course will explore British literature dating from the Restoration of Charles II through the first half of the eighteenth century. It’s a time period marked by constant upheavals and experimentation in both the culture itself and in the world of print. As England once again placed a king on the throne after years of Puritan rule, authors tested the boundaries of sexual and political identity in poems, plays and prose. While moving to limit and restrain the powers of the king at the end of the seventeenth century, England embraced new modes of expression—including newspapers and periodicals—that encouraged public discussion and debate. In the early eighteenth century, writers struggled to define their professional identities and authority, often viciously attacking one another as they asserted their own superiority. This culture’s startling transformations prompted a collection of authors to self-consciously experiment to reach the reading public in new ways—most strikingly, in the creation of the novel itself.

Texts will include works by authors such as Aphra Behn, the Earl of Rochester, John Dryden, Daniel Defoe, Mary Astell, Alexander Pope, Jonathan Swift, and John Gay. In responding to the texts, students will write informal responses as well as two formal essays. Each student will also deliver an oral presentation to the class focused on cultural developments of the time period.
(Same as English 4420)

HONORS 3010 -002 #11749
Advanced Honors Seminar in the Humanities
T 2:00-4:30 Munson, R. Lucas 564

Medicine, Values and Society: We’ll focus on a variety of ethical and social issues raised by contemporary scientific medicine. We’ll consider issues in areas such as: organ transplantation (e.g. selling organs, selecting recipients), genetic technology (e.g. screening for breast

cancer, genetic discrimination, gene therapy), assisted reproduction (e.g. cloning, buying ova and embryos on line), and human experimentation (e.g. cross-species transplants, drug trials). We'll discuss the concept of disease and examine the claim that diseases are not so much objective states as "socially constructed" categories. This will lead us to ask about the nature of mental illness and the use of Prozac as a "mood enhancer." We'll consider medicine and its relation to individuals and society (e.g. medicine's dealings with women, people of color, people from another culture).

This course is designed for students who are willing to engage in serious discussions and inquiry about medical values in our society and the implications of contemporary scientific medicine. Students must be prepared for each class meeting by completing all homework and preparing for the class discussions and various presentations. This timely and interesting class is suitable for most majors, particularly those in the sciences, pre-med, nursing, and philosophy.

(Same as Philosophy 2258)

HONORS 3010 -003 #11750 (Global Awareness)
Advanced Honors Seminar in the Humanities
MW 9:30-10:45 Noll, B. C209

The Outsider in Modern European Literature: In this discussion seminar, students will meet Gustav Aschenbach, Harry Haller, Mrs. Dalloway, and other well-known outsiders from Russia, the Czech Republic, Turkey, France, Germany, Britain, Denmark, and Italy. By examining these fictional characters in their late 19th and 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 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 short novels (and a film or two) from several European countries, we will examine whether the outsider's experience is fundamentally different in different cultures.

HONORS 3010 -004 #11751
Advanced Honors Seminar in the Humanities
MW 2:00-3:15 Nigro, K. Seton 19

Women Writing Nature: We will survey and evaluate nature writing by women in America from various cultural perspectives and from various academic disciplines. We will examine how women's observations about nature create, reflect, and/or support cultural and social attitudes toward the environment. Through the practice of feminist pedagogy and the theory of ecofeminism, the focus will be on the diversity created by individual convictions and how those convictions might be integrated in a nonviolent and productive way. (Same as English 4930 and WGS 4930)

HONORS 3010 -005 #11752
Advanced Honors Seminar in the Humanities
TR 2:00-3:15 Rota, D. C209

Growing up Male: John Updike: John Updike's "Rabbit" novels offer one of the most important fictional accounts on the nature of growing up as an American male in the last half of the twentieth century. Starting with *Rabbit, Run* (1960), and ending with a short sequel "Rabbit Remembered" (2000), Updike takes his protagonist through four decades and four novels, from his life as a former high school hero to his death. Using a form called "domestic realism" and a voice called the "cinematic present," Updike reveals Harry "Rabbit" Angstrom's intimate thoughts and actions regarding popular culture, gender, sex, religion, and family life. This course will examine the concept of growing up male in America by focusing on the four "Rabbit" novels, the sequel, and one other novel, *Roger's Version* (in which a computer geek meets a theology professor, a sort of update of the *Scarlet Letter* story). We will probably examine a few classic Updike "growing up male" short stories as well. Grades will be based on daily quizzes, two papers, class participation, and oral reports. (Same as English 4950 and WGS 4350)

HONORS 3020 -001 #11753 (WC)
Advanced Honors Seminar in the Fine and Performing Arts
MW 9:30-10:45 Nye, M. LeGras

Writing Creatively: From Memoir to Fiction: One of the biggest challenges a writer faces is to write stories and essays that are both factually and emotionally true. Jayson Blair, James Frey, Stephen Glass are just a few of the recent writers who crossed the line. What happened? How does a writer balance being "entertaining" and being accurate? What is the writer's role in these first-person accounts? This class will examine these questions—among many others—in both non-fiction and fiction by reading and writing a wide-range of stories and essays. The writing workshop will be the primary foundation for learning how to write compelling first-person accounts in both fiction and non-fiction. This course will help writers examine plot, character, point of view, theme, and setting (along with many other aspects of good writing) in order to improve our own creative work.

HONORS 3030 -001 #11755
Advanced Honors Seminar in the Social and Behavioral Sciences
TR 11:00-12:15 Hankinson, C. C307

Politics and Pop Culture: We live in a world where the lines between entertainment and politics have become increasingly blurred. Movie and sport stars run for and are elected to public office, candidates are marketed like toothpaste, and our favorite TV shows, movies, and songs are often filled with political content. This course examines the role that the entertainment media (particularly music,

television and film) plays in shaping the political attitudes of Americans, particularly young adults. In addition to reading social science and cultural studies research in this area, students will listen to and/or view a number of songs, television programs and movies that contain political content or have been shown to influence the socio-political values of their users. It should be noted that this is not an “appreciation” class: students will be required to examine topics through the eyes of a scholar, not a consumer.
(Same as Political Science 3390)

HONORS 3030 -002 #11756 (Global Awareness)
Advanced Honors Seminar in the Social and Behavioral Sciences
W 2:00-4:30 Odendaal, A. C211

South Africa After Mandela: In 1994 Nelson Mandela became first president of a democratic South Africa, ending three centuries of colonialism and apartheid. In 2009 the ‘new’ South Africa celebrated the fifteenth anniversary of democracy and held its fourth general election. This course aims to provide a historical background and general introduction to contemporary South Africa. It will touch on various topics and themes, including the origins of humanity, colonialism and apartheid, the struggle for freedom, US-South African relations, contemporary culture, the meaning of hosting the 2010 FIFA World Cup, achievements and challenges since democracy—including post-Mandela and post- ‘Rainbow Nation’ political in-fighting, HIV/Aids, xenophobia and social ferment—and challenges facing the new democracy in a globalising world.
(Same as History 2000)

HONORS 3030 -003 #11757
Advanced Honors Seminar in the Social and Behavioral Sciences
M 2:00-4:30 Miller, J. LeGras

Wrongful Conviction: Causes, Consequences and Remedies: In June 2009, the Supreme Court (in a 5-4 decision) ruled that inmates have no constitutional right to DNA testing that could prove they were wrongfully convicted of a crime. This ruling occurred at a time when wrongful conviction has emerged as a serious social problem, with hundreds of inmates around the country released from prison based on compelling evidence of their innocence. This seminar will allow students to participate as investigators in the Midwestern Innocence Project (MIP). In class, we will take an interdisciplinary approach to examine the causes and consequences of wrongful conviction, including eyewitness testimony, the use of ‘snitches’ and ‘experts,’ flawed forensic evidence, prosecutorial misconduct, and false confessions. In addition, we will partner with the MIP to investigate actual cases of potential wrongful conviction in the St. Louis area. Students will be expected to dedicate approximately one to two hours a week on local investigative research for the MIP. The course is open to students of all majors, but may

be of particular interest to pre-law students, as well as those in CCJ, Psychology, Sociology, and those with an interest in forensics or journalism.
(Same as CCJ 4380)

HONORS 3030 -004 #11758
Advanced Honors Seminar in the Social and Behavioral Sciences
TR 9:30-10:45 Bliss, R. C211

Edens or Hells: The New England Town in the First Century: Early English settlers, moved by religious idealism and secular ambitions, created distinctive communities in the New England colonies. Distinctive but varied. In some towns, property was divided evenly and equally. In others, a social and economic hierarchy was deliberately created. In most places there were strict religious exclusions (and indeed banishings and later hangings of heretics and witches). In Rhode Island, the Reverend Roger Williams declared that the very idea of a Christian society was a blasphemy and welcomed anyone who could help sail the ship of state, even Muslims and infidels. People with valuable skills were almost everywhere welcomed, even to overlooking their small peculiarities, but in some places it was illegal to practice law for pay and nobody much liked fishermen and sailors. Everywhere people thought—and wrote—about what kind of place they wanted their towns to be, and then went out and “did it.” In this course we will examine documents and histories to discover who made the rules and who ruled, who obeyed and who rebelled, who went to New England to do good and who did very well indeed. And we will see how things changed as the generations passed and the new world grew older.
(Same as History 2000)

HONORS 3100 -001 #11760 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
MW 12:30-1:45 Dwiggins, K. C209
(See Section 005 for course description)

HONORS 3100 -002 #11761 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 Clark, H. C307
(See Section 005 for course description)

HONORS 3100 -003 #11762 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
MW 11:00-12:15 Nye, M. C307
(See Section 005 for course description)

HONORS 3100 -004 #11763 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
TR 12:30-1:45 Clark, H. Seton 19
(See Section 005 for course description)

HONORS 3100 -005 #14364 (WC)
Honors Advanced Composition: Jr. Level Writing Req.
MW 2:00-3:15 Bertram, E. C209

All transfer Honors students 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. Honors Writing in the Sciences 3160 fulfills the University requirement for a junior-level course in communicative skills, subject to the approval of the student's major department.

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 #11764 (WC)
Honors Writing in the Sciences
TR 11:00-12:15 Friedline, G. Seton

Writing in the Sciences: As a science or nursing major, are you frustrated by the requirement to take an upper level writing course structured around generic inclusion of a broad spectrum of interests and fields of study? Are you interested in investigating successful techniques for contemporary scientific communication and in exploring the various approaches to writing tasks relevant to scientific discourse?

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

By considering more than the difference between a discipline's choice of MLA or APA documentation and less of a difference between literary discourse and scientific discourse, we will expand on limited definitions of literature and science that perpetuate perceptions of a gulf between the two. Combining a course text with contemporary published writing that models forms and techniques, we will focus on relevant aspects of scientific communication including identification, summary, synthesis, and evaluation as well as citing and documentation. Course discussion and workshops will apply strategies to develop precision, clarity, and accuracy appropriate to writing assignments and

oral communications including routine forms, lab notes, short reports, proposals, abstracts, and a semester project relevant to the student's field of study. Near the end of semester, students will have the opportunity to present their projects to their peers.

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

HONORS 4100 -001 #11765
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.

****One group meeting is required at the beginning of the semester for ALL 4100 students.****

HONORS 4100 -002 #11766
Independent Portfolio Writing
ARR Friedline, G.

****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.

****One group meeting is required at the beginning of the semester for ALL 4100 students.****

**HONORS 4100 -003 #11767
Independent Portfolio Writing
ARR Gleason, N.**

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

Independent Portfolio Writing: This one or two-hour course is designed for students seeking positions in pre-school, elementary, middle, or high school education. Working primarily in individual consultations with an instructor, you will focus on developing a professional portfolio that will assist you in preparing for employment.

Following a group orientation session at the beginning of the semester, individual conferences will provide assistance in writing drafts and revisions of documents. The course will include resumes, cover letters, educational autobiographies, rationales, teaching philosophy, and 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. To gain the most from Honors 4100, Section 3, you are encouraged to take the course during the semester in which you student teach.

****One group meeting is required at the beginning of the semester for ALL 4100 students.****

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 #11768
Independent Study in Honors
ARR Bliss, B.**

**HONORS 4900 -002 #11769
Independent Study in Honors
ARR Friedline, G.**

**HONORS 4900 -003 #11770
Independent Study in Honors
ARR Gerth, D.**

**HONORS 4900 -004 #11771
Independent Study in Honors
ARR Gleason, N.**

**HONORS 4900 -005 #11772
Independent Study in Honors
ARR Baldus, K.**

**HONORS 4900 -006 #11773
Independent Study in Honors
ARR Hankinson, C.**

**HONORS 4900 -007 #11774
Independent Study in Honors
ARR Noll, B.**

**HONORS 4900 -008 #11775
Independent Study in Honors
ARR Hensley, T.**

**HONORS 4910 -001 #11776
Independent Study: Internships
ARR Noll, B.**

****One group meeting is required at the beginning of the semester for ALL 4910 students.****

**HONORS 4915 -001 #11777
Independent Study: Off Campus, Online Internship
SPECIAL CONSENT REQUIRED
ARR Noll, B.**