

PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Fall 2016 Courses

AHG=fulfills American History & Government requirement; CD=fulfills Cultural Diversity requirement; CP=fulfills Communication Proficiency; GA=fulfills Global Awareness requirement; H=fulfills Humanities requirement; IL=fulfills Information Literacy; MS=fulfills Math/Science requirement; NS=fulfills Natural Science requirement; SS=fulfills Social Science requirement; WC=fulfills Writing Certificate

HONORS 1100 -001 #11781
Freshman Composition
 MW 11:00-12:15 Alexander, J. Seton

HONORS 1100 -002 #11782
Freshman Composition
 TR 11:00-12:15 Cormier, D. C209

HONORS 1100 -003 #11783
Freshman Composition
 TR 2:00-3:15 Cormier, D. LeGras

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

HONORS 1110 -001 #11784 (H)
Western Traditions: Humanities
 MW 3:30-4:45 Weber, K. Villa 155

Men and Women in Popular Culture: *Star Trek* introduced Americans to a multiracial crew working together to explore space during a period of racial tension. Songs such as "Blowing in the Wind" and "We Shall Overcome" encouraged Americans protesting against the Vietnam War and on behalf of Civil Rights. Pop culture has the ability to shape the way we see the world and each other, from our views about race and world events to our view of ourselves and others.

In this course we will examine the role pop culture plays in forming our ideas about gender. What is a hero/heroine? What do we value in masculinity and in femininity? What double standards exist and how are they harmful to both men and women? What impact do these messages have on society? Should we do something to change the messages in popular culture? We will address these questions and others as we examine such pivotal figures in pop culture as superheroes, sex symbols, action heroes, nerds, and romantic leads. We will use film, music, television, comics, and other media from the 1930s to the present throughout the course to examine, from Superman and Scarlet O'Hara to Buffy Summers and Edward

Cullen, what it means to be masculine or feminine in American popular culture.

HONORS 1130 -001 #11890 (SS)
Western Traditions: Social Sciences
 TR 11:00-12:15 McGillivray, J. C309

The Law vs. Popular Culture: How has film, television, books, and the media shaped your perception of our legal system -- *The Judge, Law & Order, To Kill A Mockingbird*, *The Nightly News*? The law is a real part of our everyday lives, and most of us learn about it through the lens of popular culture. This course will provide students an opportunity to critically examine perceptions and expectations of the legal profession, basic concepts of justice, the judicial process, and the nature of contemporary law study. Students will critique movies, television, and literary favorites, visit an actual court proceeding, use the discussion board to debate current events in the media, and research and write a paper on a famous trial. The course will conclude with a paper analyzing how all of this impacts students personally and professionally.

HONORS 1200 -004 #11788 (H)
Freshman Symposium: Cultural Traditions I (LLC)
 MW 11:00-12:15 Baldus, K. Villa 155

Students in the living-learning community section of Cultural Traditions (description below) will live together in Oak Hall with an Honors peer mentor and participate in social and learning events that complement the class and enhance the community experience. **You cannot be registered for this section until you have signed a housing contract.**

HONORS 1200 -001 #11785 (H)
Freshman Symposium: Cultural Traditions I
 MW 9:30-10:45 Torrusio, A. Seton

HONORS 1200 -002 #11786 (H)
Freshman Symposium: Cultural Traditions I
 MW 12:30-1:45 Torrusio, A. Seton

HONORS 1200 -003 #11787 (H)
Freshman Symposium: Cultural Traditions I
 TR 12:30-1:45 Friedline, G. Villa 155

HONORS 1200 -005 #11816 (H)
Freshman Symposium: Cultural Traditions I
 MW 2:00-3:15 Baldus, K. Villa 155

This freshman course has two main complementary goals: 1. To help students explore philosophies of education and navigate their own individual approaches to a university education; and 2. To survey Western and non-Western cultures and their intellectual traditions from their ancient beginnings to the seventeenth century. As we examine specific works of literature, religion, philosophy and history in their cultural contexts, we will compare and contrast Western and Non-Western attitudes towards such issues as the concept of reality, the afterlife, the interplay of reason and emotion, and ideas of nature and civilization. Our readings will include works from Europe, the Near East, China, India, and Japan—works that continue to shape our society today. In surveying these texts, students will develop crucial academic knowledge and skills that will help them identify and analyze connections in studies across the disciplines.

HONORS 1202 -001 #11891 (SS)
Freshman Symposium: Cultural Traditions I Social Sciences
TR 9:30-10:45 Schiessl, C. Seton

HONORS 1202 -002 #11892 (SS)
Freshman Symposium: Cultural Traditions I Social Sciences
TR 8:00-9:15 Schiessl, C. Seton

Cultural Traditions I (Social Sciences): This freshman course will approach texts and materials from a social science perspective and will satisfy the Social Science Knowledge Goal for the General Education Program. The class has two main complementary goals: 1. To help students explore philosophies of education and navigate their own individual approaches to a university education; and 2. To survey Western and non-Western cultures, their histories and intellectual traditions from their ancient beginnings to the seventeenth century. As we examine specific works of literature, religion, philosophy and history in their cultural contexts, we will compare and contrast Western and Non-Western attitudes towards the afterlife, the relationship between god(s) and humans, societal structures, gender relations, codes of morality and proper behavior, and the relationships between Europeans and the rest of the world. Our readings will include works from Europe, Asia, Africa, and the Americas — works that continue to shape our society today. In surveying these texts, students will develop crucial academic knowledge and skills that will help them identify and analyze connections in studies across the disciplines.

HONORS 1230 -001 #11789 (SS or AHG)
American Traditions: Social & Behavior Sciences
TR 9:30-10:45 Wilson, R. LeGras

The American Experience: Is America the Land of Liberty? Part I: Many people have used phrases to describe America as the “Land of Liberty,” the “Land of the Free,” or the “Land of Opportunity.” One of the most recognizable symbols of this country is the Statue of Liberty which stands as a symbol of freedom, but a strong argument can be made the “liberty” has not always applied to everyone. This course will examine the

concept of liberty as we explore America’s development during its first two centuries.

This class is designed to introduce students to various political, economic, religious and social ideas that have manifested the life of a developing nation. The evolution of society, highlighted by principal moments of time, will be given intensive study as we explore life and liberty as part of American heritage.

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

HONORS 1230 -002 #11790 (SS or AHG)
American Traditions: Social & Behavioral Sciences
MW 9:30-10:45 Herrick, C. C307

HONORS 1230 -003 #11791 (SS or AHG)
American Traditions: Social & Behavioral Sciences
MW 12:30-1:45 Herrick, C. C307

Honors American Politics: 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.

****While this class is not cross-listed, it will count as Political Science 1100 for SOME majors. Contact your advisor to inquire about this.****

HONORS 1310 -001 #11899 (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 non-western 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. (Note: while we will have food demonstrations, this is not a 'cooking class.')

Grades will be based on active class participation, journals, several short papers, and a presentation.

HONORS 1310 -002 #11901 (CD, H)
Non-Western Traditions: Humanities
MW 2:00-3:15 Allen, K. C209

Modern Myths & Tricksters in Non-Western Short Fiction: This course will offer a global survey of myth from ancient to present times and discuss how and why the mythic is still so vital and exciting in literature, especially in short fiction. Retelling of myths and creating new myth stories in a short story form leads to an awakening of universal story-telling consciousness. Cultures of every variety share myth stories and have versions of the archetypal hero story. Trickster figures have been employed in oral and literary traditions from the beginning of recognizable human expression to modern-day. This course will explore the hero's journey according to Joseph Campbell and how his descriptions incorporate Native American trickster tales, Chinese smoke-long stories, and West African Trickster lore. The course will also consider how fairy tales emerging from Iran and Iraq have influenced global story structures. Students will have an opportunity to read modern myth stories and create their own myths, hero stories, and trickster tales in mini workshops.

HONORS 1330 -001 #11792 (SS, CD)
Non-Western Traditions: Social Sciences
MW 11:00-12:15 Born, C. LeGras

Japanese Civilization: From Ancient Times to the Present: From martial arts to court poetry, latest video games to global culinary trends, the culture of Japan is both ancient and modern. Early in its history, Japan became adaptive of and receptive to a variety of influences that affected its cultural and ethnic identity. In this course, we will examine how Japanese society has evolved over time, particularly paying attention how this Japanese cultural identity has helped shape Japan's history. Through our discussions of historical documentation, ethnographic and literary texts, and animation and film, our aim is to gain a better understanding of this fascinating, complex, and dynamic people.
(Same as Japanese 2191)

HONORS 2010 -001 #11793 (H)
Inquiries in the Humanities
MW 11:00-12:15 Griesedieck, D. Seton 102

Honors Critical Thinking: This Honors Philosophy course helps students develop skills required to identify, analyze, and evaluate arguments. Students will read real-life arguments presented in ordinary language and learn ways to represent their structure. They'll learn to sort arguments into

two broad categories – deductive and non-deductive – based on their degree of certainty and to assess them accordingly.

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

****This course is strongly recommended for all Honors students from all disciplines. It will enhance your abilities to think, speak, and write more logically and persuasively. The methods taught in this class will help you improve and practice your critical and logical thinking skills; these skills can be usefully applied to other classes and majors.****
(Same as Philosophy 1160)

HONORS 2010 -002 #11818 (H or CP)
Inquiries in the Humanities
TR 2:00-3:15 Petty, C. C209

Honors Public Speaking: Honors Public Speaking acquaints students with principles of speaking before an audience. Theories and techniques of organization, evidence, argumentation, persuasion and delivery are covered with emphasis on ethics and critical thinking. Applying speaking and listening skills to prepare for the workplace or community involvement are emphasized. Special attention is given to civic engagement and current events. Students will:

- Understand the role and importance of public speaking in a democratic society
- Learn to appreciate diversity in public speaking
- Know that while hearing is natural, listening is an acquired skill
- Develop effective speech introductions, conclusions and content
- Be introduced to group speech preparation
- Learn that public speaking is a valuable skill

This interesting and interactive class is very useful and suitable for all majors.

****While this course is not cross listed, it will count as Public Speaking for Honors Students.****

HONORS 2010 -003 #11824 (H)
Inquiries in the Humanities
MW 3:30-4:45 Gerth, D. Seton

Contemporary American Cinema: Wes Anderson: In March 2000, after just two feature films, *Esquire* magazine crowned Wes Anderson as “the next Martin Scorsese” and Scorsese himself contributed an essay praising Anderson as a “special kind of talent” who conveys the “simple joys” of human interaction with a “richness” that “is rare in movies.” Even after only two films, it was difficult to deny Anderson auteur status. With its obsessively crafted and layered visual detail and soundtrack selections, an Anderson film already looked and sounded like only an Anderson film. With the recent release of the multi-Oscar winning *Grand Budapest*

Hotel (2014), it is a fitting moment to look back at the career of Wes Anderson and discuss his major themes, style, influences, and artistic legacy. Films examined will include *Bottle Rocket* (1996), *Rushmore* (1998), *The Royal Tenenbaums* (2001), *The Life Aquatic with Steve Zissou* (2004), *The Darjeeling Limited* (2007), *Fantastic Mr. Fox* (2009), *Moonrise Kingdom* (2012), and *Grand Budapest Hotel* (2014).

HONORS 2010 -E01 #11829 (H or CP)
Inquiries in the Humanities
M 5:30-8:10 Wolfe, K. EAB OG1

Storytelling: The Oral Tradition: Professionals incessantly upgrade their presentation skills with the "high-tech" of computer-driven screen and projection multi-media. Yet, cutting-edge technology still has not been able to recreate the effectiveness of the human face, expressions, voice and proximity in communicating knowledge and motivation. Technology's best efforts are faint echoes of the thousands of years of face-to-face interaction, in which storytelling has always had an integral part. Storytelling is still the most powerful method of reaching any child, student, colleague or employee, and it is all based on some remarkably basic principles and practices. These keys are the focus of this course, as well as the transfer of those practices to a variety of practical arenas. Participants learn physical awareness, vocal and facial techniques, story adoption, visualization and telling techniques, as well as coping skills with hesitation towards public speaking. In addition, the course explores the extemporaneous creation of tales to apply immediately in classroom or boardroom situations for illustration and enrichment. The course requires participants to do light creative writing, reflective journaling, and offers many opportunities to perform. If one teaches, instructs or presents at any level, once one comes out from behind the screen and becomes the story, concepts and principles come alive. This course facilitates that emergence.

HONORS 2020 -001 #11830 (H, WC)
Inquiries in the Fine and Performing Arts
MW 11:00-12:15 Allen, K. C209

Flash Fiction: A piece of flash fiction is often explained as a story that has been "boiled down to its essential parts." A flash story frequently depends on a fragment, a single hinging line, or a series of images to capture an entire narrative in less than 1000 words. In this course, we will read some fantastic examples of powerful flash, quiet flash, and flash that works its way into your skin through its language and oddity. We will write every class meeting and we will workshop in every class. Our goal is to create our own pieces of flash fiction with the guidance of one another and from the examples presented through our readings and prompts. We will do more with fewer words. We will give narrative new meaning and direction by focusing on how to impart all the emotion, energy, and poetics of longer prose into a smaller frame. The pieces written in this course will range from 25, to 50, to 250, to 500, and to 1000 words. Our stories will sometimes be sharp, and sometimes strive for elegance. Everything is fair game. Ultimately, the goal is to inspire one another to craft unique and vital works of fiction that are meant to be consumed in a single excited gulp.

HONORS 2030 -001 #11833 (SS)
Inquiries in the Social and Behavioral Sciences
TR 11:00-12:15 Votaw, K. C307

HONORS 2030 -002 #11794 (SS)
Inquiries in the Social and Behavioral Sciences
TR 3:30-4:45 Votaw, K. C209

Honors Psychology: What are the most effective methods to study for a test? What are the meanings of dreams? How do illusions work? With whom are you most likely to fall in love? These are just a few of the questions that have been asked by psychologists since the birth of the field as an area of scientific research in the 1870's. This course will survey the basic concepts, theories, and pivotal findings over the past 100 years in the science of Psychology, with special emphasis on contemporary concepts and findings that focus on the relation of the brain to normal and pathological behaviors. Psychology has long evolved past the psychodynamic influence to include biological, social, learning, motivational, and developmental perspectives, to name a few. Contemporary psychologists go beyond philosophical or anecdotal speculation and rely on empirical evidence to inform their conclusions. Similarly, students should expect to push beyond pre-existing schemas and misconceptions of the field of psychology (I'm lookin' at you, Dr. Phil) and prepare to understand contemporary quantitative research methods as they are used to predict and test human behavior.

****While this course is not cross-listed, it will count as General Psychology for Honors students.****

HONORS 2030 -003 #11795 (SS)
Inquiries in the Social and Behavioral Sciences
T 2:00-4:40 Udani, A. Villa 155

The Politics of Identity and Social Justice: This course examines the meaning of social justice at the intersections between race, ethnicity, class, gender, sexuality, age, ability, religion, and citizenship. We will dissect how the social construction of "difference" within systems of power has resulted in social policies that marginalize some groups more than others. We will also discuss how oppression linked to delineations of difference can be challenged and socially reconstructed, and ultimately used as a source of political empowerment. Working with facilitators from the World of Difference Institute at the Anti-Defamation League, this class uses an experiential pedagogical style, where interaction with fellow students and the professor are critical parts of this process, as is self-reflection of our own socialization in mainstream society.

(Same as Gender Studies 2150, Political Science 2370, Sociology 2192)

HONORS 2030 -004 #11796 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Votaw, K. C307

Honors Social Psychology: Why do people conform to a group? Does racism still exist? What predicts success in a romantic relationship? Why do riots occur? These are just some

of the questions asked by social psychologists. This class will examine and emphasize the empirical research behind how “normal” people behave under the power of a social influence. We will look at classic experiments, alongside the contemporary research to explain compliance, prejudice, self-esteem, close-relationships and other topics. Knowledge of the discipline will be gained and assessed through a variety of in-class discussions, activities, and take-home assignments. Additionally, students will have the opportunity to examine a topic of their choosing in further depth and demonstrate their ability to “think like a social psychologist” through the creation of a novel research proposal. **While this course is not cross listed, it counts for Psychology 2160 for Honors Students.**

~~HONORS 2030 -005 #11797 (SS)
Inquiries in the Social and Behavioral Sciences
MW 12:30-1:45 Weber, K. Villa 155~~

~~**The History of Sex and Sexuality in America:** What roles do sex and sexuality play in American history? Sex practices can serve as an alternative to the beliefs of mainstream society, such as they did in the Oneida Community in the 1840s that practiced group marriage. Sexual activity can serve as an example of one group’s power over another, as it did in the time of slavery. Sexuality can be a defining force of a community, as it is among the homophile movement in the 1950s and the gay liberation movement in the 1960s. If you consider their reproductive, intimacy, and leisure aspects as well, sex and sexuality have been a fundamental force in shaping American society.~~

~~Throughout this course we will look at the many ways in which sex and sexuality have influenced American society, culture, and politics. We will specifically focus on the ways in which gender, race, class, orientation, and region have affected the sexual lives and attitudes of Americans over time. We will also look at the technology, the laws, and the religious and moral beliefs that have shaped their actions. Topics we will discuss include abortion, pregnancy, homosexuality, contraception, prostitution, sexually transmitted disease, and sex education.
(Same as Gender Studies 2150)~~

**HONORS 2030 -006 #11893 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, R. LeGras**

Conspiracy Theories: Who Do You Believe?: From the JFK assassination, the attack on 9/11, to the mysterious Area 51, some of the world’s greatest mysteries have eluded us. Join us this semester as this class attempts to uncover the truth to some of the world’s biggest conspiracy theories. This course is designed to stretch your critical thinking skills on topics such as the Freemasons, the New World Order and many other conspiracy stories that could be true. Fear and corruption have contributed to many conspiracy ideas and with the rise of the internet, anyone can be a conspiracy theorist. Are these people crazy, or are they really onto something big? Come and decide for yourself.

**HONORS 2050 -001 #11798 (NS)
Inquiries in the Natural Sciences
MW 11:00-12:15 Bourne, C. C309**

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 -002 #11905 (IL or NS)
Inquiries in the Natural Sciences
MW 4:00-5:15 Barnard, A C209**

Science in the News: Have you ever read a news report about a new breakthrough in science or medicine and wondered how accurate it is? Are you confused by stories claiming that baby powder causes ovarian cancer or that eating red meat causes global warming? Scientific stories are reported in the news every day, and they often bear little resemblance to the facts. In this course, we will read science as reported in the news and evaluate those reports by examining the scientific studies and journal articles that the reports are based on. By looking at the published articles behind the media reports, students will gain an understanding of how the media distorts and simplifies scientific information. We will discuss how exposure to science in the news can create misconceptions and how those misconceptions influence what the public thinks about science. We will also examine how misunderstanding science and technology can influence politics and public policy.

**HONORS 2050 -X01 #11106 (NS)
Inquiries in the Sciences
TR 2:00-3:15 Granger, C. C211
Fish, J.**

Urban Ecology: Populations and Habitats: Life on earth is dynamic. Variation, change, steady state, growth, differences, competition, cooperation, evolution, feedback – these common words have important meanings in the study of life systems anywhere on earth and in the woodlands and streambed of UMSL’s South Campus and the St. Vincent Park natural

area. In this course we will unearth these meanings and apply them to the development of systems thinking tools, population thinking, evolutionary ecology literacy and science literacy to understand important features of our urban *and* natural environment. *Urban Ecology – Populations and Habitats* is a hands-on, environmental studies course in the Honors College which focuses on how organisms and environments interact in creating the grand sweep of life on earth. Students registered for Urban Ecology may register for the one-hour lab/field work course, Honors 2051, *Inquiries in Science: Laboratory and Field Work*, **although it is not required**. All *Urban Ecology/CHERP* courses meet laboratory science General Education requirements and 2000-level course Honors College certificate requirements.

HONORS 2051 -X01 #11160 (NS—lab)
Inquiries in Natural Science: Laboratory and Field Work
TR 3:30-4:15 Granger, C. C211
Fish, J.

Field Study of Urban Ecology: Populations and Habitats: This is a companion field work course to Populations and Habitats, Honors 2050.X01. The lab may not be taken alone. However, you do not need to take the lab to take 2050 X01. Through field and laboratory work, students will observe how individual organisms within a natural population vary and how these variations can, and sometimes do, lead to the development of new species. Environmental change can be a dynamic engine for such growth, and students will discover how to measure and describe environmental change. Students will work in small ecological inquiry teams to contribute to the ongoing natural history of the site (located on Honors College grounds—just beyond the new garage).

HONORS 2060 -001 #11819 (SS)
Inquiries in Business
TR 9:30-10:45 McGilivray, J. C309

Honors Legal Environment of Business: This course serves as an introduction to the nature and meaning of law, sources of law, legal process and institutions. The legal environment of business is defined as: the attitude of the government toward business, the historical development of this attitude; current trends of public control in taxation, regulation of commerce and competition; freedom of contract, antitrust legislation and its relationship to marketing, mergers and acquisitions; and labor management relations. 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.

****While this class is not cross-listed, it DOES count as Business Administration 2900 for Honors students. ****

HONORS 2080 -001 #11799
Inquiries in Nursing
M 2:00-4:40 Nelson, J. 101 SCC

Nutrition and Health: This class will study the basic nutritional needs throughout the human life span, with analysis

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

HONORS 2330 -001 #11826 (SS, CD)
Cultural Diversity in the Social Sciences
MW 3:30-4:45 Vermilion, M. C307

Mortuary Analysis: A Cross Cultural Analysis of Death: This seminar course is designed to acquaint the student with the basic literature concerning the analysis and interpretation of mortuary remains from archaeological sites as well as contemporary burial practices. Recent development is emphasized, much of it based in and elaborated from renewed interest in mortuary site studies begun in the early 1970s with the work of Binford (1971), Brown (1971), and Saxe (1970). Since that time, mortuary studies have expanded from an early focus on extracting sociological information to include studies of human belief systems. Social theory has changed as well, and mortuary study has provided a battleground for competing ideas of how to interpret the past and how the practices of the past inform the practices of the present. This course brings ethnographic and bioanthropological resources to bear to aid in understanding and interpreting the data.

HONORS 3010 -001 #11800
Advanced Honors Seminar in the Humanities
W 2:00-4:40 Carroll, J. C309

Novels into Film: The 19th Century: We shall read novels by Jane Austen, Charlotte Brontë, George Eliot, Oscar Wilde, Henry James, and Thomas Hardy. For each novel, we shall watch one or more film adaptations. We shall consider the differences between the inherent properties of the two media—for instance, the reflective and analytic capacities of prose, and the sensuous immediacy of film. Course grade will be based on quizzes, two short papers, and one longer paper. All students will be assigned days on which to raise topics for discussion. **(Same as English 4550)**

HONORS 3010 -002 #11801 (GA)
Advanced Honors Seminar in the Humanities
R 2:00-4:40 Griesedieck, D. Seton 102

International Business Ethics: The course will deal with moral issues that are raised by the increasing globalization of business. Apart from the general issue of whether this globalization is itself a good thing, we will discuss such issues as: child labor, working conditions, safety standards, environmental policies, bribery and other "corrupt" practices,

respect for intellectual property, etc. Frequent short papers will be assigned.
(Same as International Business 3286 and Philosophy 3286)

HONORS 3010 -003 #11802
Advanced Honors Seminar in the Humanities
TR 11:00-12:15 Nigro, K. Clark 300

Ghost Stories and 19th Century Spiritualism: What sets the “ghost fiction” apart from the usual brand of supernatural fiction? What were the elements in Victorian society that made “ghost fiction” such a popular form—and a revealing one to readers from later eras? The dawning of the twentieth century was also the dawning of the age of Freud, and we will consider how writers incorporated elements of psychology into their works. In addition, we will consider how this specifically Victorian genre revealed and reinforced the gender divide, as spiritualism became the domain of women: according to Alex Owen in *The Darkened Room: Women, Power, and Spiritualism in Late Victorian England*, women were considered particularly gifted in serving as mediums to the spiritual world; however, this strength should only be seen against the context of women’s political and social powerlessness. Ann Braude’s and Barbara Weisberg’s studies consider how women’s involvement in spiritualism both empowered and isolated them. We also will investigate other Victorian ghost stories, as well as British and American social and literary theory and history, for a well-rounded view of this cultural phenomenon. There will be a final research paper requirement for this class.
(Same as English 4930, Gender Studies 3350)

HONORS 3010 -004 #11840
Advanced Honors Seminar in the Humanities
TR 2:00-3:15 Waller, S. C307

Self Portraits: The self-portrait is an inherently complex and contradictory genre: it is at once a very intimate record of the artist’s self-investigation and a very public form of self-advertisement that circulates beyond the studio. It simultaneously explores the artist’s individual and particular identity and constructs a professional and social persona. Through history, many words have been used to characterize the visual artist: painter, sculptor, genius, radical, craftsman, bohemian, master, producer, innovator, and academic, to name only a few. How have artists characterized themselves through their self-portraits while negotiating these social identities? And how do the ways that artists represent themselves in visual compare with the self-fashionings that emerge in their letters or memoirs? How do artists’ self-portraits respond to the evolution of the artist from Medieval craftsman to Modern rebel? How have the ways artists have seen themselves related to the ways that others have seen and described them? This course will explore the genre of the self-portrait: its history and evolution, its parameters and its relationship to the history and evolution of the profession of the artist within western culture.
(Same as Art History 4455)

HONORS 3010 -005 #11844
Advanced Honors Seminar in the Humanities
T 2:00-4:40 Delston, J. C309

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 3020 -001 #11834
Advanced Honors Seminar in the Humanities and Fine Arts
F 2:00-4:40 Friedline, G. Villa 155

Advanced Bellerive Workshop: This exciting course is open to all students, pending consent from the instructor, who are interested in all of the aspects of the production of our creative writing and art publication, *Bellerive*. The class will focus upon all of the steps of publishing including: reading and selection of works to be included, copy editing, communicating with writers, layout design, digital photography and art works, and the marketing and sales of the publication. All students will learn specific editing skills and techniques; however, individuals in the class will be able to choose which areas of work on the book that best suits their interests and talents.

This is a perfect opportunity to learn and to practice the steps that take place in the publication of a book. Students’ grades will be based upon their individual contributions to the publication process, as well as their editing skills and abilities, which will be tested and evaluated. Students will also prepare an individual writing project at the close of the semester.

****This course requires consent of the instructor.****

HONORS 3030 -001 #11803 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
R 2:00-4:40 Rochester, M. C309

The New World Order/Disorder in the Twenty-First Century: In the contemporary post-Cold War era, we need to understand the broad trends that are impacting world politics.

Are we witnessing the dawning of a new world order, or disorder? What is the world in your lifetime and beyond likely to look like? What will come of the United States? China? The European Union? The Third World? Al Qaeda and the international terrorism? Nuclear proliferation? The United Nations? The nation-state itself? Scholarly forecasts about the future range from the most optimistic (“the 21st century will encompass the longest period of peace, democracy, and prosperity in history”) to the most pessimistic (“is there any hope for mankind?”). We will think critically about these questions, trying to avoid the twin traps of bad realism and bad idealism.

HONORS 3030 -002 #11804 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
MW 11:00-12:15 Hudson, R. C307

The Media and the Modern Middle East: The Arab Spring, which began in 2011, posed a challenge for many authoritarian regimes in the Middle East. Much of the information and visual impressions we have of these uprisings come thanks to digital and social media, i.e., cell phones, the Internet and blogs, as well as conventional news platforms like television and newspapers. This course will explore the various means in which the conflicts in Tunisia, Egypt, Syria and other Middle Eastern countries are covered today. It also will consider large media conglomerates in business to make money and the conflicts the established media faces when it confronts the upheavals of the Arab Spring.

HONORS 3030 -003 #11820
Advanced Honors Seminar: Social & Behavioral Sci.
TR 9:30-10:45 Phipps, S. Villa 155

The Media and Emerging Technologies: The course will enable students to creatively work with varied materials, both historical and present-day, to construct an overall picture of media trends. That view will be based on the adoption of new electronic media technologies from around 1840 to the present. Emphasis will be placed on the relationship between electronic media technologies and actual consumer usage patterns. The course will also emphasize the interrelationships among various media technologies, leading to present-day digital-based convergence. Students will become equipped to construct an informed set of predictions as to future trends involving emerging electronic media. Because of the course's focus on media technology, media history, and the relationship between the media, on one hand, and society and culture on the other, this course will be relevant to a number of disciplines or fields of study. Those areas would include, in particular, Media Studies, Communication, History, and Sociology.
(Same as Media Studies 4040)

HONORS 3030 -004 #11831
Advanced Honors Seminar: Social & Behavioral Sci.
F 9:30-12:10 Pellegrini, E. LeGras

Leadership in Organizations: This course is based on a highly successful corporate training that emphasizes effective leadership through the acquisition of sound management skills.

The emphasis is on building a sound grasp of good practice and on developing the student's ability to apply such knowledge as s/he manages today's diverse workforce. Management development is an effort and a critical skill for anyone is the ability to manage their own learning. Therefore, in this course each student will choose a management skill they'd like to develop, and use the course to devise their own customized development plan (with respect to mastering this particular management skill) with specific goals and timetables. This course will be of interest to students of all majors.

HONORS 3030 -005 #11835
Advanced Honors Seminar: Social & Behavioral Sci.
M 2:00-4:40 Hurwicz, M. C309

Medical Anthropology: This course, which is based on discussion, essay writing and a field experience, will actively engage students in exploring the field of Medical Anthropology. It covers (1) ecological, evolutionary, critical and interpretive (theoretical) approaches to understanding epidemics, (2) ethnomedicine, including a historical and geographic overview, (3) application of anthropology to understanding healers and the healing professions in contemporary society, (4) anthropology in medical ethics, and (5) an ethnographic example. Emphasis will be placed on learning that will be useful to professionals working in health-related fields.

This class will be valuable for majors in anthropology (it fulfills the 3000-level theory requirement), as well as nursing, psychology, sociology, biology, other sciences, and particularly pre-med, as it will provides an excellent way to gain the perspective of another discipline on human health and medical issues.

(Same as Anthropology 3212, Gerontology 3212, Sociology 3212)

HONORS 3030 -006 #11836
Advanced Honors Seminar: Social & Behavioral Sci.
TR 12:30-1:45 Schiessl, C. Seton

Coming to America: The Immigrant in American History since 1870: This course provides a systematic introduction to the history of U.S. immigration from the end of the Civil War to today. As such we will delve into questions such as: What motivated immigrants from almost everywhere in the world to come to the United States since the end of the Civil War? What were their hopes and dreams, and did they come true? How did they adjust to life in America? What exactly does assimilation mean? How have the descendants of earlier immigration waves reacted to newer waves? What does the fact of almost constant mass immigration mean to the American nation and culture? Is America the big melting pot? And was (is) immigration beneficial to the United States overall? Together, we will try to connect these discussions with current events and developments as much as possible, and we will examine these issues by reading and discussing fictional and non-fictional sources, ranging from immigrant letters and memoirs to historical monographs and articles. Finally, we will also focus on the major migration waves within the United States and how they connected to larger world developments.

HONORS 3030 -007 #13633
Advanced Honors Seminar: Social and Behavioral Sciences
W 2:00-4:40 Bliss, R. Seton 102

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 3000)

HONORS 3100 -001 #11806
Honors Advanced Composition: Jr. Level Writing Req.
MW 12:30-1:45 Oman, Kelly. C309

HONORS 3100 -002 #11807
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 Walterscheid, K. C307

HONORS 3100 -003 #12727
Honors Advanced Composition: Jr. Level Writing Req.
MW 9:30-10:45 Oman, Kelly. C309

All transfer Honors students are required to take this junior-level course, unless their major requires a specific junior-level writing class. Other Honors students are encouraged to take Honors 3100 as their required, junior-level writing course.

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

HONORS 3160 -001 #11841
Honors Writing in the Sciences
MW 2:00-3:15 Torrusio, A. Seton

Writing in the Sciences: As a science or nursing major, are you frustrated by the requirement to take an upper level writing course focused around traditional composition concepts and a series of modal essays? Would you like an alternative that is more appropriate to your future academic and career needs? Are you interested in a writing course that will help you develop successful strategies and techniques for effective communication in your field?

In this course, we will concentrate on the particular types of writing encountered by students and professionals in scientific fields. Our course text covers relevant aspects, forms, and techniques associated with writing in the sciences—including identification, summary, synthesis, evaluation, and appropriate citation and documentation. We will also examine contemporary published writing that models these aspects, forms, and techniques. Emphasis will be placed on precision, clarity, accuracy, and professionalism. Formal and informal assignments will include routine forms, lab notes, abstracts, reports, presentations, and proposals. These assignments will culminate in a semester project that offers students an opportunity to investigate interesting, relevant, contemporary issues and topics within their major. Near the end of the semester, students will have the opportunity to apply course concepts in an oral presentation developed from their semester project.

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.

****HONORS 4100 IS A REQUIREMENT FOR ALL HONORS STUDENTS.****

****All sections have a required orientation session 12:30-1:30 p.m. on August 26. Additional meetings will be scheduled individually between students and faculty.****

HONORS 4100 -001 #11808
Independent Portfolio Writing
F 12:30-1:30 Wilson, R. LeGras
And ARR

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

HONORS 4100 -002 #11809
Independent Portfolio Writing
F 12:30-1:30 Staff. Seton
And ARR

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

HONORS 4100 -003 #11827
Independent Portfolio Writing
F 12:30-1:30 Gleason, N. ARR
And ARR

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

HONORS 4100 -004 #11843
Independent Portfolio Writing
F 12:30-1:30 STAFF ARR
And ARR

****Section 004 of 4100 is an overflow section. No students will be enrolled until sections 1 & 2 are full.****

Independent Writing Portfolio: This course is designed to help students document their accomplishments while attending the Honors College, and prepare texts that will help them achieve goals after college. Students taking Honors 4100 will choose either a one or two-hour option, and can decide to focus primarily on job-seeking goals or graduate admissions plans. All students will complete a minimum of four writing projects, including master resumes, career resumes, CVs, personal statements for graduate school admissions and self-reflections on past writing projects. Together with an instructor, students select the assignments and agree upon a schedule for completing them.

INDEPENDENT STUDY SECTIONS

****ATTENTION: 6.0 HOURS OF INDEPENDENT STUDY OR INTERNSHIP (EITHER WITHIN HONORS OR WITHIN YOUR MAJOR) ARE REQUIRED FOR ALL HONORS STUDENTS****

INDEPENDENT STUDY

HONORS 4900 -001 #11810
Independent Study in Honors
ARR Votaw, K.

HONORS 4900 -002 #11811
Independent Study in Honors
ARR Gleason, N.

HONORS 4900 -003 #11812
Independent Study in Honors
ARR Torrusio, A.

HONORS 4900 -004 #11813
Independent Study in Honors
ARR Baldus, K.

HONORS 4900 -005 #11814
Independent Study in Honors
ARR Gerth, D.

HONORS 4900 -006 #11815
Independent Study in Honors
ARR Schiessl, C.

HONORS 4900 -007 #11817
Independent Study in Honors
ARR Friedline, G.

HONORS 4900 -008 #11845
Independent Study in Honors (Bellerive only)
F 2:00-4:40 Friedline, G. ARR

HONORS 4900 -009 #11900
Independent Study in Honors (Brainstew only)
F 8:30-11:10 Gerth, D. C211

INTERNSHIPS

HONORS 4910 -001 #11823
Independent Study: Internships
ARR Friedline, G.

HONORS 4910 -002 #11825
Independent Study: Internships
ARR Gleason, N.