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# PIERRE LACLEDE HONORS COLLEGE

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University of Missouri-St. Louis

Summer 2016 Courses

We are pleased to present this summer's Honors course offerings. Please note that there are several good classes, three, which are "blended" or hybrid classes that will be taught partially on campus in classroom AND online with heavy discussion board participation. If you have any questions about any of these classes or any of our Honors summer courses, please contact your Honors advisor or the instructor for the course.

**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 requirement.

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**HONORS 2010 -001 #10416 (H)**  
**Inquiries in the Humanities**  
**MW 2:00-4:40 Torrussio, A. Seton**  
**Gerth, D.**  
**Dates: May 16-July 9 (Session #4)**

**Alfred Hitchcock and Ida Lupino: Directing the Classic Suspense Film:** The course will examine the classic suspense films directed by the "master of suspense" Alfred Hitchcock and "the female Hitch" Ida Lupino. Students will analyze the reoccurring themes and motifs in Hitchcock's films, particularly his preoccupation with gender constructs and voyeurism, and how these concepts are reimagined and revised through the lens of the female actress-turned-director Ida Lupino. Films for discussion will include Hitchcock's *Strangers on a Train* (1951), *Rear Window* (1955), *Psycho* (1960), *Marnie* (1964) and Lupino's *The Hitch-Hiker* (1953) and *Outrage* (1950). In addition to studying full length films, we will also study their directorial contributions to the television, including episodes from the shows *Thriller* and *Alfred Hitchcock Presents*.  
**(Same as Gender Studies 2150)**

**A portion of this course will be taught online, including online discussions, questions, activities, etc. No in-person meetings on June 6, June 13, June 20, June 27.**

**HONORS 2010 -002 #11911 (H or CP)**  
**Inquiries in the Humanities**  
**MW 2:00-4:40 Wolfe, K. Ed Admin 0G1**  
**Dates: June 13-August 6 (Session #5)**

**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.

**No in-person meetings on June 27, June 30. Course work that week will be online.**

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**HONORS 2050 -X01 #12096 (NS)**  
**Inquiries in the Natural Sciences**  
**TBA Granger, C. ARR**  
**Fish, J.**  
**Dates: June 13-August 6 (Session #5)**

**Great Rivers Ecology:** The Mississippi and the Missouri rivers play sustain wild ecosystems and human well-being in North America's heartland. Our great river ecosystems are threatened by human activity. Informed citizens and scientists have a great task ahead of them: to use the best science restoring wild, natural ecosystems functions while wisely using river resources to support an emerging ecological civilization. This course will investigate the ecology, human interactions, and conservation of Missouri's great rivers. Some course topics: watersheds, energy flows and geomorphology, water quality, macro-invertebrate zoology, botany, fish biology, and ecological community analysis. We will use asset-based community development to explore how citizen-scientists participate in collaborative Integrated River Basin Management. The course combines on-line learning with a 4-day, adventure-based float down the Mississippi River and is an essential part of Great River Ecology. Under the guidance of Missouri Department of Conservation biologists, we will integrate knowledge about great rivers with hands-on applied field investigation and conservation strategies. We will float the Mississippi in canoes and camp on mid-river islands. The camps will be primitive, backcountry camps without electricity, running water, or flush toilets. Tuition will cover canoes, personal floatation device, food and camping fee. Students will need to bring personal

backcountry camping gear and a tent. Course requires permission of the Honors College. **The required float trip runs from Thursday evening 7/28/2016 until Sunday early afternoon 7/31/2015.** Additional course meetings will be conducted online.  
(Same as Biology 3920)

**HONORS 3020 -001 #11590 (WC)**  
**Advanced Honors Seminar in the Fine & Perform. Arts**  
**TR 2:00-4:40 Friedline, G. Villa 155**  
**Dates: June 13-August 6 (Session #5)**

**Writing: A Sense of Place:** “Place” is a word we use, perhaps daily. But how often do we stop and think about what we mean by this familiar word? How might place be distinguished beyond space, site, or location? What might we gain by exploring this distinction? Why does place offer such fascinating potential as a central focus for a writing course?

These questions offer a plethora of possibilities for creative pursuit. The possibilities become even more intriguing when we consider that “place” can suggest public location as well as private space. Further, when we look beyond familiar attributes of physical location and really notice distinctive details—especially connections between persons (others and ourselves) and particular locations—we discover the attachments and experiences, the histories (and perhaps, hauntings), the meanings and values that transform seemingly ordinary spaces, sites, and locations into extraordinary places. We cultivate a way of seeing, knowing, and understanding place and of “being in” the world.

In addition to classroom instruction, discussion, and workshops, this course will include field trips that stimulate and inspire creative expression. Assignments will include both informal and formal writing in a variety of modes. We will examine styles common to popular genres, consider methods for enriching language, and practice techniques and strategies for developing and polishing a substantive and satisfying writing style. This course counts toward the Writing Certificate.

**A portion of this course will be taught online, including online discussions, questions, activities, etc. No in-person meeting dates on June 21, June 30, July 12, July 21, July 28, August 4.**

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

**HONORS 4100 -001 #10417**  
**Independent Portfolio Writing**  
**ARR Baldus, K.**  
**Gleason, N.**  
**Dates: May 16–August 6 (Session #6)**

**Independent Portfolio Writing:** 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. The work for the course can be completed any time during Session #6 of the summer schedule (May 18 – August 8).

Initial contact for this independent study course will begin with an email and announcement from the instructor. Required one-on-one meetings can be scheduled at mutually convenient times by using emails, Skype, phone calls, or face-to-face discussions.

## **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 #10419**  
**Independent Study in Honors**  
**ARR Gleason, N.**  
**Dates: May 16–August 6 (Session #6)**

**HONORS 4900 -002 #10420**  
**Independent Study in Honors**  
**ARR Gerth, D.**  
**Dates: May 16–August 6 (Session #6)**

### **INTERNSHIP**

**HONORS 4910 -001 #10894**  
**Independent Study: Internship**  
**ARR Gerth, D.**  
**Gleason, N.**  
**Dates: May 16–August 6 (Session #6)**

**\*\*Honors 4900/4910 may be taken for 1.0-6.0 hours, as agreed upon between the student and instructor at the time of registration\*\***