
PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Spring 2017 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; MP=fulfills Mathematics Proficiency; MS=fulfills Math/Science requirement; NS=fulfills Natural Science requirement; SS=fulfills Social Science requirement; WC=fulfills Writing Certificate

HONORS 1100 -001 #10001

Freshman Composition

MW 12:30-1:45 Cormier, D. C307

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 #10045 (SS)

Western Traditions: Social Sciences

MW 12:30-1:45 Votaw, K. LeGras

Principals of Psychology in Popular Culture: Accio Psychology Book! The scientific field of psychology has many ideas that everyone can relate to. One way to make sure that we are all viewing these psychological phenomena through a relatively similar lens is to analyze their presentation in popular media. This course will specifically focus on characters, events, and themes from the Harry Potter universe. We will familiarize ourselves with Harry and others' experiences at Hogwarts to build empathy and be able to spot and analyze psychological themes such as developmental trends, prejudice, love, and mental illness apparent in the Harry Potter books and films. Readings will include chapters from psychology books, peer-reviewed psychology journal articles, chapters from The Psychology of Harry Potter, and--of course--excerpts from J.K. Rowling's Harry Potter series. This class will be appropriate for students who are interested in complimenting a traditional introductory psychology course with a deeper dive into specific topics within psychology and pop culture. **While non-freshmen can enroll in this course, it cannot be substituted for a 2000 or 3000 level seminar requirement.**

HONORS 1201 -004 #10005 (H)

Freshman Symposium: Cultural Traditions II (Humanities)

MW 11:00-12:15 Baldus, K. Villa 155

This section of Cultural Traditions II (description below) is designated as a living and learning community (LLC); the LLC offers students additional resources such as an in-house peer mentor, and provides opportunities to participate in educational and social events that complement the course goals. Priority registration is reserved for returning students from the Fall 2016 LLC class. If additional spots are available, Honors students currently living in Oak Hall can join with advisor and instructor permission.

HONORS 1201 -001 #10002 (H)

Freshman Symposium: Cultural Traditions II (Humanities)

MW 9:30-10:45 Torrusio, A. Seton

(See under Section 005 for course description)

HONORS 1201 -002 #10003 (H)

Freshman Symposium: Cultural Traditions II (Humanities)

MW 12:30-1:45 Torrusio, A. Seton

(See Section 005 for course description)

HONORS 1201 -003 #10004 (H)

Freshman Symposium: Cultural Traditions II (Humanities)

TR 11:00-12:15 Friedline, G. Villa 155

(See Section 005 for course description)

HONORS 1201 -005 #10006 (H)

Freshman Symposium: Cultural Traditions II (Humanities)

MW 2:00-3:15 Alexander, J. LeGras

This course will continue the exploration of Western and Non-Western cultures begun in Cultural Traditions I. Starting with texts from the eighteenth century, it will examine the intellectual traditions of a 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. Readings will center on fundamental human concerns in a global context; Western and Non-Western perspectives will be compared on topics such as reason and emotion, social and natural environments, colonialism, modernism, and globalization. In addition to this cultural focus, this course will also continue the focus on the development of students as scholars and future professionals begun in Cultural Traditions I. While reflecting on their education, students will explore topics such as career choices, internships and independent research, and the development of accomplishments to enhance their education while at the university.

HONORS 1203 -001 #14214 (SS)
Freshman Symposium: Cultural Traditions II (Soc Sciences)
TR 9:30-10:45 Schiessl, C. Seton
(See Section 002 for course description)

HONORS 1203 -002 #14215 (SS)
Freshman Symposium: Cultural Traditions II (Soc Sciences)
TR 2:00-3:15 Schiessl, C. Seton

This course will continue the exploration of Western and Non-Western cultures begun in Cultural Traditions I. Starting with texts from the eighteenth century, it will examine the intellectual traditions of a 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. Readings will center on fundamental human concerns in a global context; Western and Non-Western perspectives will be compared on topics such as reason and emotion, social and natural environments, colonialism, modernism, and globalization. In addition to this cultural focus, this course will also continue the focus on the development of students as scholars and future professionals begun in Cultural Traditions I. While reflecting on their education, students will explore topics such as career choices, internships and independent research, and the development of accomplishments to enhance their education while at the university.

HONORS 1230 -001 #11007 (AHG or SS)
American Traditions: Social & Behavior Sciences
TR 11:00-12:15 Schiessl, C. Seton

The American Experience: Is America the Land of Liberty? Part II: Join us as we investigate a series of specifically American issues after the Civil War, such as the plight of European immigrants in America's big cities from the late 19th century to World War I, the role of flappers in the roaring twenties, Japanese internment during World War II, and the various civil rights struggles since the 1960s. As such, we will cover the major themes of ethnicity, race, and gender in America.

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, after all, is the Statue of Liberty which stands for freedom from oppression, but a strong argument exists that "liberty" has not always applied to everyone equally. This class is designed to introduce students to various political, economic, religious, and social ideas which have manifested in the life of the nation since the Civil War.

Although this course will satisfy the state requirement, it will not be a comprehensive study of American history, but instead we will focus on key struggles of society. Each topic will be assigned one or more primary and secondary documents, which 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. "Liberty, Part I" is not a prerequisite for this course.

HONORS 1230 -002 #10008 (AHG or SS)
Western Traditions: Social & Behavioral Sciences
MW 12:30-1:45 Herrick, C. Villa 155

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 Intro to American Politics for SOME majors. Contact your advisor to inquire about this.**

HONORS 1310 -001 #10009 (CD, H)
Non-Western Traditions: Humanities
TR 12:30-1:45 Walterscheid, K. C309

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

HONORS 1310 -003 #10049 (CD, H)
Non-Western Traditions: Humanities
MW 9:30-10:45 Lakshmanan, S. C209

Tradition and Modernity in South Asia: This course introduces students to South Asia - Bangladesh, Bhutan, India, Pakistan, Nepal, and Sri Lanka. In order to better understand the nexus between cultural traditions and 'modernity,' we will explore the history of the region, the major religions, and some of its cultural traditions. Juxtaposed against this context, we will integrate classical texts (*The Bhagavad Gita*), a novel (*The Reluctant Fundamentalist*) scholarly articles and films (*Slumdog Millionaire*, *The Cup*) dealing with contemporary issues such as gender roles, terrorism, fundamentalism and globalization. There will be an equal emphasis on the textual and visual aspects of cultural representation. Thus, you will be required to "read" both texts and films in depth. The course format includes group presentations and papers. By drawing on history, religion, literature and cinema, this course seeks to provide an interdisciplinary framework for understanding the diverse and often conflicting ways through which South Asia is portrayed and understood.

HONORS 1330 -001 #10040 (CD, SS)
Non-Western Traditions: Social & Behavior Sciences
MW 3:30-4:45 Vermilion, M. LeGras

Indigenous Peoples of the New World: Sometime prior to 14,500 BC, waves of migrants entered the New World from Asia by way of Beringia as well as other possible avenues. They explored and spread throughout the new environs, adapted to new surroundings as they travelled, encountered other sojourners, and diversified into a significant number of specific culture areas. Throughout the millennia, they have maintained their unique ethnic identity markers in spite of European impact. This course examines various migration theories, linguistic evidence used to track these incredible journeys, shamanism as the source of their ideologies, the diffusion of ideas and technologies, and the current state of the indigenous populations who must find a way to function within a dominant society.

PHILOSOPHY 1021 -001 #10609 (MP or MS)
Choice and Chance
TR 2:00-3:15 Rohloff, W. Villa 155

Choice and Chance: This course provides an introduction to inductive logic and the theory of probability in an organized and systematic way, so as to give students tools for more effective decision-making. We will introduce the probability calculus, basic concepts of utility theory, decision theory and different approaches to understanding probability. This course is designed to be accessible to students of all levels. **This course can fulfill the campus math proficiency requirement.**

HONORS 4900 -009 #14218
Independent Study in Honors
R 3:30-4:30 Rohloff, W. Villa 155

****Students must be enrolled in Philosophy 1021 or Math 1021 on TR 2:00-3:15 to be registered for section 009 of 4900.**

Students can enroll in Choice and Chance for non-Honors credit. This class will not have the same small enrollment cap and writing requirement as Honors classes. Students who wish to receive Honors class credit must enroll in Choice and Chance **and** the one credit hour additional Thursday discussion meeting, which will have a traditional Honors enrollment cap and writing requirement.

HONORS 2010 -001 #14238 (CP or H)
Inquiries in the Humanities
R 5:30-8:10 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 -002 #14771 (H)
Inquiries in the Humanities
MW 3:30-4:45 Cormier, D. Seton 102

Criminality, Justice, and Punishment: Representations of Prison in Literature: This course will focus on literature dealing with the western prison system, its earliest incarnations, the power and suppression associated with it, execution, exile and discipline as alternatives to prison, as well as general notions of how prisons produce a sense of interiority and how regulatory system establish authority. Some questions for consideration: How has punishment and prison evolved over time and why? How do prisoners express their feelings about incarceration and what feelings do they express? How do the answers to these questions inform our understanding of modern society and its reliance on prisons as places of containment and punishment? Discussion topics will include: hyper-incarceration, prison systems in the 21st century, criminality and culpability, surveillance and policing, gender and punishment. Over the course of the semester students will write four reflection papers as well as an extended analysis supported by research on one or several of the texts we read using theories discussed in class.

HONORS 2010 -E01 #10011 (H or IL)
Inquiries in the Humanities
M 5:30-8:10 Wolfe, K. Seton

Media Literacy: Do you want to see clearly, and for yourself? Then you will need to discern truth and value from false manipulation in the thousands of messages you receive from the various pervasive media of American culture. You will need to keep from being an all-absorbing sponge, while also avoiding a jaded and hypercritical attitude. Your participation in this course spurs you in this critical-thinking process. Media Literacy focuses on raising awareness of our ubiquitous media outlets and social media, discovering the governing principles of the media dynamic, and the practice of seeing “underneath” the obvious messages to their more latent intent and subtle effects. Participants discuss such topics as personal experience with media, production values/producers’ purpose, and the effect the images and messages have on American attitudes toward sex, race, consumerism, violence and beauty. Participants will engage in discussions, debates and roundtables on various topics. Other requirements range from introspective activities to light statistical research, a reading of Ray Bradbury’s *Fahrenheit 451*, and two or three products/projects in various

media. This course opens the participants' eyes, challenges their assumptions and awakens them to adopt and pursue a new perspective on our media-driven culture.

HONORS 2020 -001 #14222 (H, WC)
Inquiries in the Fine and Performing Arts
MW 2:00-3:15 Allen, K. C307

Prose Poetry: Fiction writers rejoice! Poets get ready to break rules. It's time to play with prose poetry! Line breaks? No, Ma'am. Meter? No, sorry, Sir. Stanzas and couplets and tercets? Not here, Friends. This course will offer the fiction writer, the poet, and the nonfiction writer equal opportunity to explore one of literature's great oddities, and most vital prose conventions—the prose poem. Prose poetry is a room wherein all genres meet, sit down and whisper, gossip, and expose the secrets only visible when the writers are drunk with possibility and desire for Invention! In writing prose poems, you will keep company with Rilke, Borges, Paz, Kafka, and Forche. The form is wild, its hair a tangled mess of image and sentence, story and character. It plants its hooves in narrative and bucks convention when it snorts metaphor into the cold morning air. In this course we will read critical essays dissecting the craft and building of these poetic beasts, and we will create and workshop our own prose-poem animals. If you write stories, this course is for you. If you write poems, this course is for you. If you live in the world as a writer, this course is for you.

HONORS 2030 -001 #10012 (SS)
Inquiries in the Social and Behavioral Sciences
TR 12:30-1:45 Wilson, R. LeGras

1968: The Year That Changed a Nation: Of all the watershed dates in American history, arguably no other year has had such a lasting impact as 1968. It was a time when the violence, diversity, and continual change brought hope for many and despair for others. This course will examine the emotionally charged year of 1968 in order to understand its lasting contribution forty years later. Some of the topics to be discussed are the assassinations of Martin Luther King Jr. and Robert Kennedy, the Vietnam War and the Tet Offensive, the Democratic National Convention riots, the New Feminist ideal, the counterculture, the Mexico City Olympics, and the Black Power movement. The country was in turmoil as fathers fought sons, blacks fought whites, women fought men, the young fought the old, and throughout the nation there was a collective concern as to whether America could find its way and regain its balance.

HONORS 2030 -002 #10013 (SS)
Inquiries in the Social and Behavioral Sciences
MW 11:00-12:15 Votaw, K. LeGras

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 an evidence-based action plan to make the world a better place! **While this course is not cross listed, it will count for Social Psychology for Honors students.**

HONORS 2030 -003 #10014 (SS)
Inquiries in the Social and Behavioral Sciences
MW 3:30-4:45 Votaw, K. Seton

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 psychoanalytic 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 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 -004 #10015 (SS)
Inquiries in the Social and Behavioral Sciences
R 2:00-4:30 Bliss, R. C307

What is a Liberal Education? Its History, Usages, and Utilities: Recent writings on "a liberal education" suggest that the idea is universally respected, even loved, but also indicate that there are many, sometimes rather violent disagreements on what a liberal education is, or what it should be. We will survey these writings not to decide which is right or which wrong but to arrive at a useful definitional or historical range of the idea. Elements of that range will probably include scholars who believe that American universities have already destroyed all vestiges of a liberal education. Some of these also seem to think that a truly liberal education is only for the elite student at an elite school. Others argue that a liberal education is alive and well as long as it's multicultural and open-ended.

Some insist that it must include science and math, and also those slightly more numerous who think that it cannot include business. Still others think it's all about literature, and a couple

of eccentrics think that history is the key. We will be very interested in how and why this subject came to be so confusing or at least unusually conflict-prone. Most importantly, the course will assume that Honors College students are by now expert enough in the subject to make their own determinations. The main course project for each student will be to test the fitness of her or his major field to be an element--or even the only element--in a truly "liberal" education.

(Same as History 2000)

HONORS 2030 -005 #10042 (SS)
Inquiries in the Social and Behavioral Sciences
TR 9:30-10:45 Wilson, R. LeGras

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

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

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

HONORS 2050 -001 #10016 (NS)
Inquiries in the Natural Sciences
MW 11:00-12:15 Bourne, C. C309

Life in the Light of Evolution: Charles Darwin's 1859 bestseller *On the Origin of Species* was considered a revolution in thinking that challenged the Victorian ideas of special creation and fixity of species. Since then, evolutionary theory has undergone several expansions or "revolutions." While scientists now accept that species change over time through natural processes and that humans have animal ancestors, some sectors of society still question these ideas. Indeed, the United States has a unique legal, political and social history regarding the teaching of evolution in our public schools.

We consider the domains of science and religion. Are they separate, conflicting, complementary or overlapping? We study numerous historical legal challenges to teaching evolution from the Scopes Monkey Trial to current Missouri State legislative

efforts. We examine multiple lines of evidence supporting Darwin's theory of descent with modification. We define evolution, natural selection and speciation. We study evolutionary family trees of organisms from fish to humans. This course includes readings, class exercises, slides, video clips and discussion. Attendance, participation, two ten-page papers and a final class presentation that includes the pros and cons of the creationism/evolution debate are required. This course was originally called "Evolution Revolution." If you have taken that course, do NOT enroll in this course, as it will cover the same information.

HONORS 2050 -002 #14233 (NS)
Inquiries in the Natural Sciences
MW 4:00-5:15 Pope, H. C307

A User's Guide to the Human Body: Everybody poops. In addition to being the title of a classic children's book by Taro Gomi, this is a true, if not particularly illuminating, statement to most students at the university level. Perhaps, more interesting questions along that same line might be, "How and why does everybody poop?" More interesting still might be, "What happens after everybody poops?" Following that, how about, "How can World War II be blamed on poop?" In this entry-level course we will explore how the one thing that all humans really do share in common (a body) functions and how we interact with the rest of the universe. We will explore big questions (How did I get here?) and small (What's the big deal about the molecular structure of water?). Given that context is everything, we will not only learn about the physiology of various human systems, but also how issues of human health and biology have impacted history, the planet and all the other organisms we share it with. The course is entirely discussion-based and has no prerequisites, but a basic background understanding of biology and chemistry will be helpful.

HONORS 2050 -X01 #10038 (NS)
Inquiries in the Sciences
TR 2:00-3:15 Granger, C. C211
Fish, J. Trailer

Urban Ecology: Habitat Conservation and Restoration: Urban Ecology – Conservation and Restoration is a hands-on, project-based outdoor environmental studies course. Students explore south campus and neighboring St. Vincent Park, study ecology and American conservation thought, and address natural area restoration. This course studies urban ecosystem management and connects environmental thinking, science literacy, and community development to improve urban sustainability. Student projects and data are shared with land managers to affect park and campus land use. 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 #10039 (NS—lab)
Inquiries in Natural Science: Laboratory and Field Work
TR 3:30-4:15 Granger, C. C211
Fish, J. Trailer

Field Study of Urban Ecology: Habitat Conservation and Restoration: This is a companion field work course to **Urban Ecology Habitat Conservation and Restoration, Honors 2050 X01**. The lab may not be taken alone. However, you do not need to take the lab to take **2050 X01**. This represents a change from previous semesters. 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 South Campus parking garage).

HONORS 2060 -001 #10017 (SS)
Inquiries in Business
TR 9:30-10:45 Grimm-Howell, E. C209

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. **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 2230 -001 #14224 (AHG or SS)**
Inquiries in the Social and Behavioral Sciences
TR 9:30-10:45 Uchitelle, B. Seton 102~~

~~**The United States Constitution: Discrimination and Equality:** For the more than 220 years since its adoption in 1787 the Constitution has shaped and defined our nation. Yet tragically for much of that time the Constitution has served as a bulwark of discrimination, in a myriad of ways, against African Americans, women, immigrants, Native Americans, gays, the poor and the disabled. In fact the word “equality” does not even appear in the Constitution. And so from the very beginning brave individuals and groups have struggled to bring equality to the Constitution, to the nation and to all of its citizens. Struggles that resulted in a bloody Civil War, in hard won Constitutional amendments, in privacy protections, and in new concepts of due process and fairness.~~

~~Throughout the Course we will consider the Constitution in the context of its discriminatory features and the harsh impact~~

~~they have had on our people and our nation. And at the same time we will study the continuing efforts to make the Constitution and the country a nation of equality and broad democracy. We will read from a number of primary and secondary sources and study many key and fascinating Supreme Court cases including Dred Scott, Roe v. Wade, Brown v. Board of Education, Obergefell v. Hodges (gay marriage rights). And we'll engage in very lively classroom discussions and debates. Several papers on chosen Constitutional subjects of your choice will be required. In summary, this course will allow you to gain a new perspective and understanding of the most important document of our country, one that has and will shape your life and the well-being of the nation.~~

HONORS 2310 -001 #14227 (CD, H)
Cultural Diversity in the Humanities
MW 12:30-1:45 Lakshmanan, S. C209

Reel Realities: Buddhism Through Cinema: Whether it is a sculpture or altar piece, visuals have always had a dynamic relationship with religious teaching and practice. This course introduces students to Buddhism through the “reel reality” of a film, a medium which is particularly conducive to conveying the practice of Buddhism. In addition, mandalas and excerpts from sacred texts and renowned practitioners will help us critically analyze how Buddhist concepts such as impermanence, no-self, suffering, *samsara*, *karma*, and codependent origination are conveyed both in Asian and Hollywood films. Through an analysis of plot, script, visuals, symbolism and sound, students will identify Buddhist teachings in a variety of genre, including biopics, science fiction, ghost stories, documentaries and dramas. We will also explore the political perspective of film production and the secularization of Buddhist meditation in the United States. Come with an open Mind! “*How can one prevent a drop of water from drying up? By throwing it into the sea.*” (*Samsar*)

HONORS 3010 -001 #10018
Advanced Honors Seminar in the Humanities
F 2:00-4:40 Wise, R. Villa 155

American Cinema Masterpieces: What makes a film a “Masterpiece?” This course takes this question as the jumping off point for a historical and critical study of American film from the silent era to today. In addition to screening a number of exemplary American films, we will read a variety of scholarship on each film, and we analyze each film from a multitude of perspectives including historical context, cinematic style, genre, ideology, and critical legacy. Films include: works by Charlie Chaplin and Buster Keaton, *Citizen Kane*, *Sunset Boulevard*, *Singin’ in the Rain*, *The Searchers*, *Vertigo*, *The Graduate*, *McCabe & Mrs. Miller*, *Chinatown*, and *There Will Be Blood*.

HONORS 3010 -002 #10019
Advanced Honors Seminar in the Humanities
W 2:00-4:30 Baldus, K. Villa 155

Gothic Literature: How did stories of demonic creatures, crumbling castles and those enduring vampires first emerge? Honors Gothic Literature investigates some of the significant

cultural moments in the development of the Gothic genre from the late 1700s through the twentieth century. In late eighteenth-century England, the Gothic novel became a wildly popular type of formula fiction—particularly during the years of the French Revolution. We'll examine ways in which Gothic texts negotiate such cultural conflicts, and consider how the genre's exploration of aberrant characters and dark underworlds prompts critical perspectives on notions of gender, sexuality, and cultural norms. Our readings will include early Gothic authors such as Ann Radcliffe, "Monk" Lewis and Mary Shelley; we'll examine how this early phase of the Gothic explored the "Female Gothic" as well as concepts such as horror, terror and the sublime. Our focus will include American authors such as Edgar Allan Poe and Nathaniel Hawthorne, along with late Victorians like Bram Stoker and Richard Stevenson. In the twentieth century, we'll look at the Gothic in film and in writers such as Ann Rice and Flannery O'Connor. Students will write regularly in response to these readings, lead an in-class discussion topic, and complete an analysis essay. For the final project, students will develop an interdisciplinary approach to the Gothic by drawing on research or methodologies from their own academic interests. Students will present these research projects as oral presentations or posters to the class, and will be encouraged to submit those projects to the UMSL Undergraduate Research Symposium that spring. (Same as English 4932 and Gender Studies 4932).

HONORS 3010 -003 #10020
Advanced Honors Seminar in the Humanities
TR 11:00-12:15 Bohan, R. Lucas 203

American Art and the Civil War: As part of the 150th anniversary of the Civil War we will reexamine responses to the war and its aftermath by a wide range of American painters, photographers, magazine illustrators, caricaturists and sculptors. We will explore images from the battlefield and the home front as well as commemorative sculptures produced following the war. The Civil War writings of Walt Whitman, who spent time with the wounded from both North and South, are included in the course readings. A research paper is required. (Same as Art History 4475)

HONORS 3020 -001 #14223
Advanced Honors Seminar: Social & Behavioral Sci.
MW 11:00-12:15 Allen, K. C307

From Panels to Franchise: How the Graphic Novel Changed How We See and Consume Stories: Graphic novels have become more than a cultural product—they have become wildly popular cultural artifacts. This course will serve as an in-depth introduction and study of how this genre evolved from the BOOM! and KAPOW! of traditional comic books, to the fully realized, rich and nuanced graphic novel. We will consider how to apply a critical lens(s) to a genre that exists outside the typical realms of the literary or visual art canons. How do we think about a text that uses postmodern techniques to recreate notions of myth and identity? Where does the graphic novel fit as a vehicle for understanding our place in contemporary global

society? We will question what makes these texts "graphic novels" or "comic books" and what exactly it means when we say "popular culture." We will focus on texts such as *V for Vendetta*, *Watchmen*, *Pride of Baghdad*, *Fun Home*, and selections from the iconic Neil Gaiman. No previous exposure to this genre is needed. You will be encouraged to bring your own life experiences, and how you perceive art and story, to class discussion. Students will be asked to try their hand at graphic novel writing (a few scenes) and will have an opportunity to create panels if they wish. *Please note that in our work in this class, you may come upon topics which can trigger various emotional responses. Class attendance is required for all students. Please see Kelli or Nancy Gleason if you have any questions about taking this class BEFORE the semester begins.*

HONORS 3030 -001 #10047 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
MW 11:00-12:15 Hudson, R. C209

Understanding the Arab-Israeli Conflict: Arabs and Jews have been fighting for more than 100 years over the small piece of the Middle East known as Palestine and as Israel. This course will explore the history of the conflict from the origins of the Zionist movement in the late 19th century to the present. We will look at why the conflict persists, how it effects the economies of countries in the region and assess the chances for creating an enduring peace in the land that is holy to Jews, Christians and Muslims. We will study personal accounts, as well as historic documents, and we will use films and guest speakers to help reach a fuller understanding. Seminar discussion, many informal writings, and formal papers will be required for this class. This course does not require a deep knowledge of the conflict, but we will explore the topic together. This topic and region of the world should be of interest to students of all majors.

HONORS 3030 -002 #10051
Advanced Honors Seminar: Social & Behavioral Sci.
TR 11:00-12:15 Gillman, M. C209

Monetary Policy in Historical Perspective: The Course leads the student on an international journey into government affairs. Students can find out what monetary policy means, how it has been formed, what are its intellectual foundations and its prospects for future inter-national practice. Delving into history to show "episodes" of monetary policy, we will endeavor to understand how the economy affects monetary policy and how monetary policy in turn can have major subsequent consequences for world affairs. Constructing the narrative within the continuing development of monetary theory will enable you to catalogue more easily the plethora of monetary experience, and to judge what future policy path may be best to take. Weekly reading and writing assignments, in-class discussion, plus mid-term and end-of-term paper assignments will provide the grading platform. (Same as Economics 2200 and History 3000)

HONORS 3030 -003 #14232
Advanced Honors Seminar: Social & Behavioral Sci.
MW 3:30-4:45 Herrick, C. C209

Politics Through Film: Politics Through Film: This class is designed to give students a greater understanding of the U.S. political system, political history and international relations through classical and contemporary films. We will view a series of influential films about various political topics; possible films may include: *Mr. Smith Goes to Washington, All the President's Men, Lincoln, Dr. Strangelove or How I Learned to Stop Worrying and Love the Bomb, Citizen Kane, and Malcolm X*. By viewing and discussing films, as well as reading critical commentaries, we will uncover the political implications of each film and the political climates of the various time periods. Several short papers, as well as longer papers that contain research, will be required. This lively class should be of interest to most majors, and it is cross listed with Political Science 3390. **(Same as Political Science 3390)**

HONORS 3030 -004 #14220
Advanced Honors Seminar: Social & Behavioral Sci.
W 2:00-4:40 Hurwicz, M. C309

Aging, Culture, and Globalization: This course focuses on the variety of solutions encountered in different sociocultural contexts for dealing with the problems, challenges and opportunities of growing older. It is organized around topics of concern to anthropology, gerontology and the health and social service professions: the lifecourse and intergenerational relations; aging in the context of globalization; ethnic dimensions of aging in complex societies; family, community and space; health in later life; death and dying. Both in-depth case studies and cross-cultural comparisons are examined in an effort to arrive at a culturally informed assessment of factors affecting aging and the aged. *Note: This course was previously titled Aging Across Cultures; if you completed the course under that title, you cannot enroll again.*
(Same as Anthropology 3215, Gerontology 3215, Sociology 3291)

HONORS 3030 -005 #14221
Advanced Honors Seminar: Social & Behavioral Sci.
F 9:30-12:10 Meuser, T. Villa 155

Interviewing Older Adults and Life Review: This course combines training in interviewing techniques with video editing/production. Students will learn how to conduct life review interviews with older adults, and then take these skills into the community by interviewing older adults living in various settings. Students will learn how to use a digital video camera and edit video clips on the computer. Student-conducted interviews will be viewed by the instructor and classmates, issues associated with aging will be discussed, and constructive feedback provided. Some of the video clips developed in the course will become part of an educational video clip library.
Required Saturday practice class on 3/4/16 from 8:30am to 3:30pm in C209. Some regular Friday classes will be cancelled to compensate.
(Same as Gerontology 4130 and Sociology 4130)

HONORS 3030 -006 #14718 (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
TR 12:30-1:45 Daugherty, N. Villa 155

The Evolution of Global Citizenship: As the boundaries between the local, national and global become more porous, the meaning of citizenship is evolving. This course will explore changes in political identity at the intersection of politics, culture and the individual in a continuously globalizing world. This course should be of particular interest to students majoring in political science, international business, sociology, and anyone with a global/international focus to their studies.

Taking a comparative approach, this class will look at the ways in which nations, groups and people adapt their cultures and identities to a world without borders. Students will explore how global activities affect the local community (e.g. resettling refugees in St. Louis, local businesses merging with international corporations) as well as how local activities can explode onto the world stage (e.g. Ferguson, local research saving lives in other countries) and how these things can affect how a person or group (re)defines itself in a globalized society.

By taking this course, you will learn how group identity, especially citizenship, is formed and changes over time, how a variety of societies have developed different approaches to citizenship and its rights and responsibilities, and the way globalization has challenged individuals' concepts of identity at a faster pace than ever before. You will also become informed on a great number of current global issues and how they impact local communities while researching a specific global topic and its impact on a St. Louis-based organization or business.
(Same as Political Science 3900 and Management 3698)

HONORS 3030 -007 #14767
Advanced Honors Seminar: Social & Behavioral Sci.
T 2:45-5:15 Rottman, J. SSB 102

Case Competition: This course will prepare teams of students to analyze, synthesize and present a proposed multifaceted solution to a business problem. Each year successful students may be invited to compete in domestic or international case competitions, such as the UMSL International Business Case Competition. Through the use of cross-disciplinary cases (Management, Finance, International Business, Accounting, Information Systems, Marketing), students working in cross functional teams will increase their ability to successfully function in team roles, analytical abilities, improve their writing and presentation skills and learn to think more strategically and analytically. Student teams will compete as they solve several cases throughout the semester. Employer surveys indicate that while students have topical course knowledge, experience in applying that knowledge to concrete problems would better prepare students for success in early career roles.
(Same as Management 3698 and International Business 3298)

HONORS 3100 -001 #10024
Honors Advanced Composition: Jr. Level Writing Req.
MW 8:00-9:15 Oman, K. Seton
(See Section 003 for course description)

HONORS 3100 -002 #10025
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45 Walterscheid, K. C309
(See Section 003 for course description)

HONORS 3100 -003 #14410
Honors Advanced Composition: Jr. Level Writing Req.
MW 11:00-12:15 Oman, K. Seton

All transfer Honors students are required to take the university's junior level writing course in Honors, unless their major requires a specific junior-level writing class. Other Honors students are encouraged to take an Honors junior composition class as to fulfill a seminar requirement.

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 3120 -001 #14428
Honors Business Writing
TR 2:00-3:15 Friedline, G. SCC 103

Honors Business Writing: This course is designed to meet the needs of Honors College students in business disciplines by concentrating on the types of writing required of students and professionals in business and related fields. Students will develop skills and learn strategies for writing effectively in the workplace. The course will stress particular writing forms including employment and workplace communications, correspondence, analyses, reports, proposals and presentations. Coursework will include a major project suited to the specific area of study of each student enrolled in the class. Instruction will include appropriate form and conventions, correct documentation of sources, synthesis techniques of research information, technology-based research skills, and effective use of technology and standard software programs used in the workplace, including Microsoft Word, Excel, and PowerPoint. In addition to individual work, students will develop and practice skills and techniques for effective collaboration. Emphasis is placed on professionalism, clarity, precision, presentation, format, style, and tone. Formal assignments, including one large project and several informal papers, will be required for this challenging course. **Business Writing fulfills the University junior level composition requirement, subject to the approval of the student's major department, and is**

designed for business majors and interested professional writing certificate students.

HONORS 3160 -001 #10026
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 junior level composition requirement, subject to the approval of the student's major department.

****HONORS 4100 IS A REQUIREMENT FOR ALL HONORS STUDENTS. Class orientation meeting to be held at 12:30 pm on Friday, January 20. Attendance is mandatory. For conflicts, please contact instructor or Nancy Gleason. One on one student/instructor meetings will be scheduled between instructor and student. ****

HONORS 4100 -001 #10027
Independent Portfolio Writing
F 12:30-1:30 Gerth, D. Seton
1/20/17 only Baldus, K.

****Section 001 of 4100 is reserved for students who are planning on applying to graduate school. Students may enroll for one-hour credit; however, they may enroll for two-hour credit if they desire additional assistance and work.**

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 UMSL by assessing your Honors Portfolio.

HONORS 4100 -002 #10028
Independent Portfolio Writing
F 12:30-1:30 **Wilson, R.** **LeGras**
1/20/17 only

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

Independent Writing Portfolio: 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 UMSL by assessing your Honors Portfolio.

HONORS 4100 -003 #10029
Independent Portfolio Writing
F 12:30-1:30 **Gleason, N.** **C209**
1/20/17 only

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

Independent Writing Portfolio: This one or two-hour course is designed for students seeing jobs in elementary or high school education. Working primarily in individual consultations with an instructor, you will learn 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 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 UMSL by assessing your Honors Portfolio.

HONORS 4100 -004 #10052
Independent Portfolio Writing
F 12:30-1:30 **Staff, .** **C211**

****Section 004 of 4100 is reserved for a wide variety of students when sections 001, 002, and/or 003 are full.**

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 #10030
Independent Study in Honors
ARR **Baldus, K.**

HONORS 4900 -002 #10031
Independent Study in Honors
F 12:00-1:30 **Gerth, D.**

HONORS 4900 -003 #10032
Independent Study in Honors
ARR **Gleason, N.**

HONORS 4900 -004 #10033
Independent Study in Honors
ARR **Friedline, G.**

HONORS 4900 -005 #10034
Independent Study in Honors
ARR **Schiessl, C.**

HONORS 4900 -006 #10035
Independent Study in Honors
ARR **Torrusio, A.**

HONORS 4900 -007 #10036
Independent Study in Honors
ARR **Votaw, K.**

*****HONORS 4900 -008 #10048**
Independent Study in Honors
F 8:30-11:30 **Gerth, D.** **C307**

*****Section 008 of 4900 is reserved for *Brain Stew* editors.**

INTERNSHIPS

HONORS 4910 -001 #10037

Independent Study: Internships

ARR Friedline, G.

HONORS 4910 -002 #10043

Independent Study: Internships

ARR Gleason, N.

PIERRE LACLEDE HONORS COLLEGE

University of Missouri-St. Louis

Spring 2017 Courses

ADDENDUM

HONORS 3030 -008 #14909

Advanced Honors Seminar: Social & Behavioral Sci.

T 2:00-4:40 Porterfield, S. Clark 315

Aging, Chronic Illness, and Disability: This course will examine the consequences of chronic illness and disability in aging for individual well-being, social roles, family dynamics, and the functioning of society. Chronic illness and disability are presented as medical concerns that have psychosocial and functional impacts for both individuals with these conditions and their caregivers. These impacts are shaped by the changing age structure of society. This course also reviews typologies of chronic illness and relevant state and federal policies intended to support both adults with chronic illness and disability and caregivers. Although the main focus of the course is on aging in the US, population aging is a worldwide phenomenon and global comparisons will be included.

(Same as Gerontology 4445)

****Special 8-week Course****

March 13, 2017 - May 13, 2017

Political Science 2510 -001 #10289 (SS)

The Politics of European Union

TR 2:00-4:40 Mushaben, J. Clark 313

Politics of the European Union: The European Union has become the driving force in European economic and social development. This course assesses the changing nature of national identity and national sovereignty in Europe. It compares and contrasts key public policies, (single market, welfare, migration, gender mainstreaming, “democratic deficits”), along with core EU actors and institutions, and includes participation in the annual Midwest Model EU.

(Same as Honors 2030-006 #14772)