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# PIERRE LACLEDE HONORS COLLEGE

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University of Missouri–St. Louis

Spring 2019 Courses

AHG fulfills Core: American History & Government requirement; CD fulfills Cultural Diversity requirement; CP fulfills Core: Communication Proficiency; GA fulfills Global Awareness requirement; H fulfills Explore: Humanities/Fine Arts requirement; FA fulfills Explore: Humanities/Fine Arts requirement; IL fulfills Core: Information Literacy; MP fulfills Core: Mathematics Proficiency; MC fulfills Explore: Math/Natural Science requirement; NS fulfills Explore Math/Natural Science requirement; SS fulfills Explore: Social Science requirement; WC fulfills Writing Certificate requirement

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**HONORS 1100 -001 #10001**  
**Freshman Composition**  
MWF 12:30-1:20      Cormier, D.      C309

**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 #14303 (H)**  
**Western Traditions: Humanities**  
TR 2:00-3:15      Wiland, E.      C309

**Introduction to Philosophy:** A study and discussion of representative topics in philosophy such as free will and determinism, concepts of mind and body, the basis of value judgments, the nature of justice, knowledge and belief, the meaning of words, the meaning of life, and a bunch of other stuff. From time to time, we will also investigate various esoteric, absurd, outrageous, or practical questions. This course is open to students of all majors and for those who are undecided about majors. It counts for a Philosophy Major or Minor.

(Same as Philosophy 1150-002)

**HONORS 1130 -001 #10034 (SS)**  
**Western Traditions: Social & Behavioral Sciences**  
MWF 9:30-10:20      Votaw, K.      C209

**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 *The Psychology of Harry Potter*. This class will be appropriate for students who are interested in complementing a traditional introductory psychology course with a deeper dive into specific topics within psychology and pop culture.

**HONORS 1201 -004 #10005 (H)**  
**Freshman Symposium: Cultural Traditions II Hum (LLC)**  
MWF 2:00-2:50      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 2018 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**  
MWF 9:30-10:20      Torrusio, A.      Seton

**HONORS 1201 -002 #10003 (H)**  
**Freshman Symposium: Cultural Traditions II Humanities**  
MWF 12:30-1:20      Baldus, K.      Villa 155

**HONORS 1201 -003 #10004 (H)**  
**Freshman Symposium: Cultural Traditions II Humanities**  
TR 11:00-12:15      Friedline, G.      Villa 155

**HONORS 1201 -005 #14302 (H)**  
**Freshman Symposium: Cultural Traditions II Humanities**  
MWF 11:00-11:50      Torrusio, A.      Seton

**Cultural Traditions II:** 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 #13123 (SS)**  
**Freshman Symposium: Cultural Traditions II (Soc Sciences)**  
**TR 9:30-10:45 Schiessl, C. Seton**

**HONORS 1203 -002 #13124 (SS)**  
**Freshman Symposium: Cultural Traditions II (Soc Sciences)**  
**TR 2:00-3:15 Schiessl, C. Seton**

**Cultural Traditions II (Social Sciences):** 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 #10007 (SS or AHG)**  
**American Traditions: Social & Behavior Sciences**  
**MWF 11:00-11:50 Herrick, C. LeGras**

**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 1230 -002 #13635 (SS or AHG)**  
**American Traditions: Social & Behavioral Sciences**  
**TR 9:30-10:45 Uchitelle, B. Seton 102**

**The U.S. Constitution: The Living Document in a Contemporary World:** For the more than 220 years since its adoption in 1787, the Constitution has shaped, served and defined our nation. You might have studied it in high school, but did you really explore the Constitution's amazing influence on your life and the lives of all Americans?

Throughout the course we will consider the critical impact of the Constitution on our nation from its adoption to the present day. We will gain a different perspective of how a handful of individuals more than two centuries ago drafted a document that created our country. And in this context, we will study the tough compromises made by those founders and the serious flaws that resulted from some of their compromises. Then we will closely examine the essential role that the Constitution and the Amendments have played in the development of our nation.

A good part of our time will be devoted to reviewing and discussing major Supreme Court decisions such as Dred Scott, Brown v. Bd. of Education, Roe v. Wade, Bush v. Gore, Obama Care and the Gay Marriage decision in order to place the document in the context of today's world.

In summary, this course will allow you to gain a new perspective and understanding of the most important document of our country, one that shapes your life and the well-being of the nation. As a result you will also have the opportunity to participate in considering with your classmates the nation's most pressing issues.

**HONORS 1310 -001 #10008 (CD, H)**  
**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 1330 -001 #10032 (CD, SS)**  
**Non-Western Traditions: Social Sciences**  
**MWF 2:00-2:50 Michael, A. SCC103**

**Japanese Pop Culture:** Anime, manga, music, fashion: these are just a few of Japan's current exports. While many in the West recognize these flashy and colorful forms, few realize the true extent of the cultural influence these forms have had on American culture. In this course, we will examine how contemporary Japan is displayed and understood in various visual and literary arts. Rather than a synecdochized, fetishized generalization, we will examine social, ethical, and cultural issues that contribute to what Japan says about itself.  
**(Same as Japan 2191-001)**

**HONORS 1330 -002 #14304 (CD, SS)**  
**Non-Western Traditions: Social Sciences**  
**MW 3:30-4:45 Vermilion, M. Seton 102**

**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.

**HONORS 4900 -011 #14593 (MP or MC or H)**  
**Independent Study (Choice and Chance discussion)**  
**W 2:00-3:00 Rohloff, W. SCC 101**

**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.**

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 Wednesday discussion meeting, which will have a traditional Honors enrollment cap and writing requirement. **Students must be enrolled in Philosophy 1021 (#10477) on MW 12:30-1:45 to be registered for section 011 of 4900.**

**HONORS 2010 -001 #13638 (H or AHG)**  
**Inquiries in the Humanities**  
**TR 11:00-12:15 Bliss, R., dean emeritus C307**

**The Problem of Equality in the Era of the American Revolution:** In July 1776 the Continental Congress declared American independence. It based its decision on a number of claims, most having to do with British abuses of the colonies as bodies politic or of colonists as individuals. But the declaration began—ringingly—with a statement of general principles, ‘self-evident’ truths, including the notion that “that all men are created equal” and that (as such) they possessed certain “inalienable rights” including life, liberty, and the pursuit of happiness. Equality was in 1776 and is today an explosive concept, and the congress went on to show just how explosive it was when (still in the preamble) it stated that should a government endanger those *inalienable* rights, citizens had in addition a right—nay, an *obligation*—to throw off that government and create a new one. The people who made these astonishing statements were all men, indeed “gentlemen”; they were much wealthier than most, many owned slaves, and quite a few “owned” the indentures of individuals bound to their service. Those seemingly self-evident hypocrisies are among the reasons we can speak of the “*problem*” of human equality in 1776. But before we do that we will start with the “*problem*” of human equality today, in terms of social realities, our own learned experiences, and philosophical argument. Once we figure out what we mean by “equality,” we will be better able to find out what the founding fathers might have meant. Assessment will be based on in-class discussions and written papers. And, speaking of “equality,” grades will be given by the professor for work done by the students. Unless there’s a revolution. **(Same as History 2000-001)**

~~**HONORS 2010 -002 #13647 (H)**  
**Inquiries in the Humanities**  
**MWF 2:00 2:50 Balogh, M. Seton 102**~~

~~**Magical Realism:** Some of the most exceptional works of modern Latin American literature are found in the literature of magical realism. Starting in the early 20th century and still alive today, the fictional tales, essays, and poetry of authors such as Miguel Ángel Asturias, Gabriel García Márquez, Isabel Allende, & Jorge Luis Borges, among others, have portrayed the magic ingrained in all of Latin American culture.~~

~~In this course, we will familiarize ourselves with definitions and terms related to the theories of magical realism. We will also read selected works from some of these authors. Although we will read some short stories by a few of the authors mentioned above, this semester we will spend a good portion reading the most important novel of the genre, *One Hundred Years of Solitude* by Gabriel García Márquez. There will be class discussions after all of the readings and students will be asked to write reflective and/or research papers on the works read. Each student will be asked to find a piece of Latin American magical realism, not covered in class, and present it to the class.~~

**HONORS 2010 -003 #13639 (H)**  
**Inquiries in the Humanities**  
**M 5:30-8:10 Wolfe, K. Seton**

**Speculative Fiction:** Ever played "What if?" What if you lived in a society where books were illegal, where firemen came

to your house to burn them? Throughout literary history there have been many ‘what if’ questions proposed by various authors, questions asking ‘How would the quality of humanity display itself, foiled by these fantastical situations? How might an author bring across these concepts in ways that engage, entrance, and enrich our understanding of ourselves?’ Such questions are the crux of the genre known as Speculative Fiction.

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

**HONORS 2010 -004 #14320 (H)**  
**Inquiries in the Humanities**  
**MWF 11:00-11:50 Cormier, D. C309**

**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 -005 #14334 (H)**  
**Inquiries in the Humanities**  
**MWF 11:00-11:50 Peterson, S. Lucas 207**

**Honors Introduction to American Studies:** This course introduces students to the multidisciplinary nature of American Studies and is a required course for those who wish to complete the minor in American Studies. It reviews the discipline from its origins in the 1930s, and it introduces students to St Louis’ rich resources for American Studies.  
**(Same as English 2160, History 2160, Gender Studies 2150)**

**\*\*Shortened Semester Courses\*\***

**HONORS 2010 -006 #14316 (H)**  
**Inquiries in the Humanities**  
**MWF 2:00-3:40 Gerth, D. C309**

**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) and the new *Isle of Dogs* (2018), one of Anderson’s most critically acclaimed films, 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), *Grand Budapest Hotel* (2014), and *Isle of Dogs* (2018).

**\*\*This class meets for 8 weeks only: 1/22-3/15\*\***

**HONORS 2030 -005 #14314 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**M 3:30-6:10 McDermott, C. LeGras**

**Touring the Civil Rights Movement:** Students will explore ten sites during a *three day intensive tour* in the heart of the American Civil Rights movement. Utilizing readings, discussions, presentations, lectures, documentaries, and self-reflections, we will address important questions such as:

- What were the events and policies that we the impetus behind the Civil Rights Movement?
- How were policies changes to address the demands of the movement?
- Who were the important players and what roles did they play in bringing about change in America?
- What has changed-or not changed-for people of color in America since this time?
- How is the Civil Rights Movement of the 1950s and 60s similar to and different from current movements for racial equity in America?

Students enrolled in this course should have a basic, working knowledge of U.S. government and the democratic process. It is also expected that students have good verbal and written communication skills, basic word processing, computer, and internet skills. Critical thinking skills will also be necessary in this course. **Students must fill out a short form before registering for this course: <https://goo.gl/forms/c6IxxSkyHQsbflDM2>**  
**\*\*Course meets 3/18, 4/1, and 4/8 on campus, with off-campus trip from 3/25-3/27. Course fee of \$825 includes transportation, lodging, entrance into all sites, and most meals\*\* (Same as Soc Wk 2030, Gender Studies 2150, Pol Science 2900)**

**HONORS 2020 -001 #14305 (FA, WC)**  
**Inquiries in the Fine and Performing Arts**  
**TR 12:30-1:45 Delvaux, K. C309**

**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 #10009 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 9:30-10:45 Wilson, R. LeGras**

**Disease of Fear & 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 2030 -002 #10010 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MW 3:30-4:45 Votaw, K. C209**

**Honors Social Psychology:** Why do people conform to a group? Does racism still exist? What predicts success in a romantic relationship? These are just some of the questions asked by social psychologists. This class will examine and emphasize the empirical research behind how people commonly 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 #10011 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**MWF 2:00-2:50 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? 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 #10012 (SS)**  
**Inquiries in the Social and Behavioral Sciences**  
**TR 11:00-12:15 Schiessl, C. Seton**

**Big Brother is Watching You: The History of Totalitarian Regimes in the 20<sup>th</sup> Century:** This course provides a systematic introduction to the history of the totalitarian regimes of the 20<sup>th</sup> century. Beginning with Fascism in Italy under Benito Mussolini, Communism in the Soviet Union, particularly under Joseph Stalin, and National Socialism in Germany under Adolf Hitler, students will delve into the ideological foundations of the various totalitarian regimes, their rise to power, the personalities of the dictators, and their decline and fall. Furthermore, this course will explore the economic policies of totalitarian governments, their use of propaganda, terror, and mass murder, and the impact of these policies on the lives of ordinary citizens. Finally, a look at their foreign policies

and tactics is also included. For the latter half of the 20<sup>th</sup> century, students will, among others, investigate Communist China under Mao Zedong, study the lives of Eastern Europeans during the Cold War, and finally scrutinize one of the last of the totalitarian regimes still in existence, North Korea under Kim Jong Un.

**HONORS 2040 -001 #14306 (IL or MC)**  
**Inquiries in Mathematics and Computing**  
**MW 4:00-5:15 Bleile, J. Seton**

**Stat Wars: The Big Data Menace:** As humans, we often have trouble interpreting the purported chaos of data and statistics. Deal or no deal? A pigeon may play this better than you. What do these graphs actually say? Even congress can't get this right. Think people tell the truth in surveys? Not even close, according to Google. Nearly every day, we hear about a "new" study telling us what we should and shouldn't eat, how often to have sex, and how 100% of Americans will be obese by 2048. What do all these numbers mean? How can we figure out what "data" is good? Can people lie with statistics?

Big data may just sound like a "trendy" term being thrown around in industry. However, the power behind understanding and interpreting data correctly is unlimited. This class will take a look at the surprising and sometimes unbelievable results from data science and statistics. The objective of this course is to give students an appreciation for the sheer force of data science that is lurking behind every element of our lives, for better or worse. No mathematics experience is required, rather just a curiosity for the odds of falling in love, what Google search data says about our desires, how big data increases inequality, and other oddities.

**HONORS 2040 -002 #14307 (IL or MC)**  
**Inquiries in Mathematics and Computing**  
**TR 2:00-3:15 Newcomer, R. LeGras**

**Game Over: An Introduction to Game Theory, Game Design, and Probability:** Casinos in Nevada made over \$26 billion in 2017, but the gaming industry was booming long before Las Vegas and Atari. Games of chance have been used throughout history for taxation, entertainment, mysticism, and deception. This course will introduce probability theory and its use in the gambling industry. In addition the course will explore how mathematics is used in the design of popular Board Games and Video Games and how Game Theory is used by economists to understand the human decision making process. No mathematics experience is required for this course.

**HONORS 2050 -001 #10030 (NS)**  
**Inquiries in the Sciences**  
**TR 9:30-10:45 Feldman, B. C309**

**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 2060 -001 #10013 (SS)**  
**Inquiries in Business**  
**TR 9:30-10:45 Grimm-Howell, B. C307**

**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 2330 -001 #13636 (CD, SS)**  
**Cultural Diversity in the Social Sciences**  
**MWF 9:30-10:20 Weber, K. Villa 155**

**The Korean Wave:** The popularization of Korean culture known as the Korean Wave, or Hallyu, has been taking place in Asia and throughout the world since around 2005. If nothing else, many Westerners are familiar with Korean artist Psy's huge 2013 hit "Gangnam Style," the video for which has played on YouTube so many times it cannot be accurately counted. Interest in and purchases of Korean food, television dramas, popular music, and even language lessons and travel have experienced a steady increase for the last decade and seems likely to continue for the time being.

In this class, we will look to understand the history of this culture, explore why it has grown in popularity, and examine what place Korea plays in the world on an international level. Some topics we will discuss include Korea's national history, practices and beliefs concerning gender and family, food, K-pop and K-drama, and the different experiences of North Korea.

**HONORS 3010 -001 #10014**  
**Advanced Honors Seminar in the Humanities**  
**T 2:00-4:40 Carroll, J. C307**

**The Short Story in World Literature:** We shall read a wide variety of shorter fiction, ranging from stories of less than a page to novellas of nearly 100 pages. Many of the stories

were written in English, but we shall also read stories from all over the world, and from several different centuries. Along with the stories, we shall read short theoretical works on narrative and short critical commentaries on some of the fiction. The theoretical essays will concentrate on the special challenges and rewards of shorter narratives.

(Same as English 4925)

**HONORS 3010 -002 #10015 (GA)**  
**Advanced Honors Seminar in the Humanities**  
**W 2:00-4:40 Griesedieck, D. C307**

**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 #13696**  
**Advanced Honors Seminar in the Humanities**  
**TR 11:00-12:15 Nigro, K. LeGras**

**Literature of the Holocaust:** This class will examine some of the social, cultural, and historical elements that contributed to the Holocaust of World War II through contemporary and modern documents (examples might include analyzing the U.S. awareness of the event or potential influence of prominent U.S. citizens such as Charles Lindbergh). We will consider how the history has been “rewritten,” as in Cynthia Ozick’s condemnation of the original version of Anne Frank’s diary in a 1997 *New Yorker* magazine article, or in the newly edited version of that volume. Students will gain an understanding of how authors represent that historical period in original ways while investigating the background of the Holocaust, utilizing primary historical sources, and analyzing historiographical arguments. Examination of European history will also be encouraged; e.g., the development of anti-Jewish sentiment through the media of the Third Reich. We will read an extensive variety of literature, both fiction and nonfiction, and there will be a research component.

(Same as Gender Studies 4350 and English 4950)

**HONORS 3010 -004 #14035**  
**Advanced Honors Seminar in the Humanities**  
**TR 2:00-3:15 Waller, S. C209**

**Representations of Race and Gender:** Differences in “race” and “gender” are often associated with visual cues, such as skin color or the shape or structure of facial features or bodies. How have ideas about race and gender shaped the history of art and visual culture? And how have stereotypical and conventional representations of different groups contributed to shaping society and culture in the modern era? This course will examine the place of notions of “race” and “gender” in the art and visual culture of Europe and the United States from the

eighteenth century to the present. Questions to be considered include: how have these two distinctions intersected? What are the links between standards of beauty, ideas of “femininity” and “masculinity” and differences in “race” or “gender”? How was “whiteness” made invisible? How were slavery and slaves represented in European culture? How have notions of gender and racial difference evolved from the eighteenth to the twenty-first century? How did notions of “the Orient” or “the Primitive” and representations of gender difference contribute to perpetuating racial hierarchies?

(Same as Art History 4455 and Gender Studies 3376)

**HONORS 3010 -005 #14317**  
**Advanced Honors Seminar in the Humanities**  
**TR 9:30-10:45 Munn Sanchez, E. C209**

**Philosophy of Education:** Perhaps the most famous saying in philosophy is found at the entrance to the Oracle at Delphi: “Know thyself.” This course is an exercise in communal self-knowledge. We will ask, “what is an honors college and how does its education fit into the 21st century University?” We will need to first explore education in general: What is it? Why is it important? Who gets it and why? And how is it connected to the possibility of living well as a human being? At the end of the course students will articulate different conceptions of education and its goals, as well as how those conceptions are connected to ideas of well-being and what an honors education is or should be. Students will be asked to give reasons for their views about education and honors colleges and to put their views in the context of different ideas about both education in general and the role of the university in education. We will begin by looking at a significant critique of honors colleges, then step back and examine how philosophers of education have discussed the purpose and function of education. This will give us the background we need to return to honors education and the many roles of the modern university.

(Same as Philosophy 2250)

**HONORS 3030 -001 #10035 (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 -002 #13130 (GA)**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**MW 12:30-1:45 Herrick, C. LeGras**

**International Political Economy:** This course provides an introduction to international political economy. In particular, it will focus on the politics of international trade, finance, and investment. It will analyze the relationships between developed and developing countries and it will assess the relative usefulness of alternative frameworks for studying international political economy.  
**(Same as Political Science 3830)**

**HONORS 3030 -003 #13341**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**W 2:00-4:40 Nolan, J. LeGras**

**Religion, Magic, and Science:** Considering the roles of religion, magic, and science in culture and social organization, this course will examine human religious experience from a cross-cultural anthropological perspective. Topics include the critical examination of myth, ritual, rites of passage, magical thinking, witchcraft, ghosts, shamanism, and altered states of consciousness from emic and etic viewpoints.  
**(Same as Anthropology 3244)**

**HONORS 3030 -004 #13938**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**M 2:00-4:40 Hurwicz, M. C307**

**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 provide an excellent way to gain the perspective of another discipline on human health and medical issues.

**(Same as Anthropology 3212)**

**HONORS 3030 -005 #14308**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**TR 12:30-1:45 Wilson, R. LeGras**  
**Fine Arts 220**

**Beyond the Buildings: Stories of Community:** The story of a city begins with the neighborhoods and the people who live in them. The neighborhood is where one lives, works, and forms a community identity that can change over time. Although part of a larger subculture of St. Louis, the individual neighborhoods in the city have their own changing

history that is part of the public memory. This course will incorporate service learning with discussions on race as we work in connection with the Landmark Association of St. Louis and GoodVoice in creating digital storytelling. In this service learning history course, students will help preserve these shared memories of those who were involved in the Civil Rights Era throughout the St. Louis community. This will be done by first collecting stories from people who have worked with, or participated in, the push for civil rights in St. Louis. With the assistance of GoodVoice, students will each create their own four-minute historical documentary to be premiered at the Missouri Historical Museum. At the beginning of the semester, we will also work with Landmark Association of St. Louis to conduct archival research on several buildings relevant to the African American community to help pursue Landmark status with the city. This course will involve off campus participation with oral interviews, film production, historical research, field trips, and a final community presentation at the Missouri History Museum in May.

**(Same as History 4142)**

**HONORS 3030 -006 #14333**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**T 5:30-8:10 Levy, H Clark 307**

**Physiology and Pharmacology of Aging:** This course examines functional health in advancing age and the impacts of common disease processes on the aging body. Symptom presentations, diagnostic considerations, treatment and management issues are discussed. A special emphasis is placed on pharmacology, especially how the aging body responds to different medication types, risks for drug-drug interactions, and challenges associated with polypharmacy. The course emphasizes a "whole person" approach to health and well-being, and targets the learning needs of those wishing to work with older adults in health, social and community service settings.  
**(Same as Gerontology 4500 and Psychology 4500)**

**HONORS 3030 -007 #14543**  
**Advanced Honors Seminar: Social & Behavioral Sci.**  
**MW 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 2200-001).**

**HONORS 3050 -001 #14383****Advanced Honors Seminar in the Sciences****F 2:00-4:40****Fish, J.****C211****Trailer**

**Ecology, Adventure, & Tolkien:** Frodo lives! - The iconic slogan for the early environmental movement and outdoor recreation boom. Why? This course will explore J.R.R. Tolkien fairy-story scholarship and its influences on ecological thinking, environmental ethics, cos-play, and fantasy gaming. We will explore fantasy gaming and adventure education. Tolkien scholars and environmentalists are using Tolkien to critique modern industrial civilization and to envision an ecological civilization. We will play with Tolkien to think about how we might participate in the creation of an ecological civilization promoting human thriving, thriving human communities, and flourishing nature. This course will be an active learning course. Students will be using Tolkien's thinking and scholarship to design an outdoor adventure fantasy game. Some classes will be outside playing adventure or initiative games. We will become Inklings and use Tolkien's seminar style. Students will be expected to discuss topics and prepare and lead seminars. Prerequisites: The course is open to all UMSL students with the permission of the Honors College. Students should have read the Lord of the Rings and Hobbit and be able to use the Tolkien corpus as reference material throughout the course. If students have seen Peter Jackson's films, they may read the Lord of the Rings concurrently.

**HONORS 3100 -001 #10016****Honors Advanced Composition: Jr. Level Writing Req.****TR 11:00-12:15****Maniaci, T.****C209****HONORS 3100 -002 #13871****Honors Advanced Composition: Jr. Level Writing Req.****W 5:30-8:10****Schrage, V.****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 #14309****Honors Business Writing****TR 2:00-3:15****Friedline, G.****Villa 155**

**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 #10018****Honors Writing in the Sciences****MWF 2:00-2:50****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.**

**HONORS 4100 -001 #10019  
Independent Portfolio Writing  
ARR Gleason, N.**

**HONORS 4100 -002 #10020  
Independent Portfolio Writing  
ARR Walterscheid, K.**

**HONORS 4100 -003 #10021  
Independent Portfolio Writing  
ARR TBD**

**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. **All students who enroll in 4100, even if waitlisted, will be able to take the course. All waitlisted students will be moved into an open new section the week before classes begin. We cannot promise that you can take the instructor you signed up for.**

## **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\*\***

**HONORS 4900 -001 #10022  
Independent Study in Honors  
ARR Baldus, K.**

**HONORS 4900 -002 #10023  
Independent Study in Honors  
ARR Friedline, G.**

**HONORS 4900 -003 #10024  
Independent Study in Honors  
ARR Gerth, D.**

**HONORS 4900 -004 #10025  
Independent Study in Honors  
ARR Gleason, N.**

**HONORS 4900 -005 #10026  
Independent Study in Honors  
ARR Schiessl, C.**

**HONORS 4900 -006 #10027  
Independent Study in Honors  
ARR Torrusio, A.**

**HONORS 4900 -007 #10028  
Independent Study in Honors  
ARR Votaw, K.**

**HONORS 4900 -008 #10036  
Independent Study in Honors  
F 8:30-10:00 Gerth, D. C211  
(*Brain Stew* only, bi-weekly Friday publication meetings)**

**HONORS 4900 -009 #13127  
Independent Study in Honors  
ARR Munn Sanchez, E.**

**HONORS 4900 -010 #14332  
Independent Study in Honors  
W 5:30-6:45 Wingbermuehle, C. C307**

This service-learning course is designed for students interested in working with and for the benefit of older adults in various settings. Students attend classes on campus and participate in defined volunteer placements with local agencies (e.g., St. Louis County Older Residents Program). The course introduces the range of social and community services available to seniors and their families today, while also exploring trends and technologies for the future. Public, for-profit and not-for-profit service models are examined, including common organizational, management, and staffing approaches. The important roles of volunteers-including peer to peer supports-are discussed. Attention is also given to how limited resources are allocated and the importance of program evaluation to ensure service quality and efficacy.

This service learning course involves on-campus course work (half the usual time) and off-campus volunteer activities through the St. Louis County Older Resident Program (or other partnering service organization). A clean criminal background check is required for the service component (Same as Gerontology 2300 and Sociology 2300)

## **INTERNSHIPS**

**HONORS 4910 -001 #10029  
Independent Study: Internships  
ARR Friedline, G.**

**HONORS 4910 -002 #10033  
Independent Study: Internships  
ARR Gleason, N.**