We will use Symbol, action heroes, nerds, and romantic leads. We will use film, music, television, comics, and other media from the 1930s to the present throughout the course to examine, from Superman and Scarlet O’Hara to Buffy Summers and Edward Cullen, what it means to be masculine or feminine in American popular culture.

(Same as Gender Studies 2150)

HONORS 1200 -001 #11564 (H)  
Freshman Symposium: Cultural Traditions I  
TR 9:30-10:45  
Dwiggins, K.  
Seton

HONORS 1200 -002 #11565 (H)  
Freshman Symposium: Cultural Traditions I  
TR 2:00-3:15  
Gerth, D.  
Seton

HONORS 1200 -003 #11566 (H)  
Freshman Symposium: Cultural Traditions I  
MW 12:30-1:45  
Friedline, G.  
Seton

HONORS 1200 -004 #11567 (H)  
Freshman Symposium: Cultural Traditions I  
TR 12:30-1:45  
Dwiggins, K.  
Seton

HONORS 1200 -005 #12993 (H)  
Freshman Symposium: Cultural Traditions I  
MW 9:30-10:45  
Friedline, G.  
Villa 155

HONORS 1200 –006 #13674 (H)  
Freshman Symposium: Cultural Traditions I  
TR 11:00-12:15  
Friedline, G.  
Seton

HONORS 1200 -007 #14739 (H)  
Freshman Symposium: Cultural Traditions I  
MW 2:00-3:15  
Baldus, K.  
Seton

This freshman course will introduce students to a liberal arts approach to education while surveying Western and non-Western cultures from their ancient beginnings to the seventeenth century. It introduces the intellectual traditions of these cultures through major works of literature, religion, philosophy and history. As we examine specific works in their cultural contexts, we will compare and contrast Western and Non-Western attitudes towards such issues as the concept of reality, the afterlife, the interplay of reason and emotion, and ideas of nature and civilization. Our readings will include works from Europe, the Near East, China, India, and Japan—works that continue to shape our society today. In surveying these influential texts, students will develop crucial academic knowledge and skills as they identify and analyze connections in studies across the disciplines.
The American Experience: Is America the Land of Liberty? Part I: Join us as we investigate controversial American topics after the Civil War such as the KKK, Big Business, Japanese Internment, McCarthyism, The Civil Rights Era, The Counter Culture and the Patriot Act.

Many people have used phrases to describe America as the “Land of Liberty,” the “Land of the Free,” or the “Land of Opportunity.” One of the most recognizable symbols of this country is the Statue of Liberty which stands as a symbol of freedom, but a strong argument can be made that “liberty” has not always applied to everyone.

This class is designed to introduce students to various political, economic, religious and social ideas that have manifested in the life of a developing nation since the Civil War. “Liberty, Part I” is not a prerequisite for this course as this course will explore the concept of liberty during the last one hundred and fifty years of America’s development.

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

HONORS 1230 -002 #11569 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 11:00-12:15 Hankinson, C. C307

Honors American Politics: (See Section 003 for course description)

HONORS 1230 -003 #11570 (SS, AHG)
American Traditions: Social & Behavioral Sciences
TR 2:00-3:15 Hankinson, C. C307

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

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

**While this class is not cross-listed, it will count as Political Science 1100 for SOME majors. Contact your advisor to inquire about this.**
will be evaluated through class participation, short response papers, and longer papers. Film screenings take place both inside and outside class time.

HONORS 1330 -002 #14740  (SS, CD) Non-Western Traditions: Social Sciences  
MW 3:30-4:45  Vermilion, M.  Seton

Honors Cultural Anthropology: Cultural anthropology is the study of human beings as creatures and creators of society. This course is an aims to demonstrate how the basic concepts and techniques developed by cultural anthropologists help us to understand societies of various degrees of complexity, including our own. We will consider topics such as language, kinship, gender, ethnicity, economics, politics, religion, and social change in a broad comparative framework. Major goals are an increased awareness of the social and cultural dimensions of human experience, the diversity and flexibility of human cultures, and processes of intercultural communication and conflict. Students in this course will be required to engage in a fieldwork exercise as a participant-observer within the community and will write an ethnography based on the results of their analyses. While this course is not cross listed, it counts for Anthropology 1011.

HONORS 2010 -001 #11573  (H) Inquiries in the Humanities  
TR 9:30-10:45  Black, A.  C307

Honors Critical Thinking: This Honors Philosophy course helps students develop skills required to identify, analyze, and evaluate arguments. Students will read real-life arguments presented in ordinary language and learn ways to represent their structure. They'll learn to sort arguments into two broad categories—deductive and non-deductive—based on their degree of certainty and to assess them accordingly.

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

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

HONORS 2010 -002 #13203  (H) Inquiries in the Humanities  
TR 2:00-3:15  Petty, C.  C209

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

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

This interesting and interactive class is very useful and suitable for all majors. While this course is not cross listed, it counts for Communications 1040.

HONORS 2010 -003 #13675  (H) Inquiries in the Humanities  
TR 11:00-12:15  Lakshmanan, S.  LeGras

The Representation of Science and the Scientist in Cinema and Literature: We live in an age of unprecedented advancements in science and technology, yet for most of us the way we perceive science is largely shaped by the media, especially movies and literature. Despite their focus on drama and special effects, rather than scientific veracity, these representations capture the larger issues and debates of the time.

This course includes a selection of novellas, short stories, and films of the 19th, 20th, and 21st century, such as Mary Shelley’s Frankenstein, Fritz Lang and Thea von Harbow’s Metropolis (1926), H.G. Well’s War of the Worlds (1953), stories by Isaac Asimov and Philip K. Dick, Ridley Scott’s Blade Runner (1982), and Wachowski Brothers’ The Matrix (1999). By the end of the course, we will gain a deeper understanding of their historical, political and cultural context. How do the arts reflect our fears and hopes for science? Is there a recurrent image of scientists? How did Cold War fears translate into science fiction? How did Jurassic Park affect our fears of biotechnology? If space was the final frontier in Star Trek, what is it now? Can Inception provide us with a clue?

Through discussion, reading and assignments in this class, students will begin to answer these questions and more.

HONORS 2010 -004 #14741  (H) Inquiries in the Humanities  
M 2:00-4:40  Gerth, D.  Seton 19

Fairy Tales and Folklore: “Whenever he had to go out and was unable to see Snow White, he became sad. And he could not eat a bite, unless the coffin was standing next to him. Now the servants who always had to carry the coffin to and fro became angry about this. One time one of them opened the coffin, lifted Snow White upright, and said, ‘We are plagued the whole long day, just because of some dead girl,’ and he hit her in the back. Then the terrible piece of apple that she had bitten off came out of her throat, and Snow White came back to life.” - Jacob and Wilhelm Grimm, Kinder-und Hausmarchen, 1812.

This course will examine the roots of fairytales in oral traditions and their later (sometimes simultaneous) literary versions. We will start with the search by folklorists for tales in
their earliest or supposedly “purest” forms and then move into the compilation of the stories into literary texts. We will also cover later tales from writers like Hans Christian Anderson, contemporary revisionist perspectives on some of the tales, and some film adaptations. We will focus heavily on “classic” tales like “Snow White,” “Cinderella,” and “Hansel and Gretel” but also cover diverse folkloric topics like urban legends and why Bigfoot is a very real threat to our safety! Students will be involved in projects that require them to act as amateur folklorists themselves through the collecting, cataloging, and comparing of stories as recalled and retold by others they know.

HONORS 2010 -E01 #14150 (H) 
Inquiries in the Humanities 
M 5:30-8:10 Wolfe, K. EAB OG1

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

HONORS 2020 - E01 #14142 (H, WC) 
Inquiries in the Fine and Performing Arts 
F 2:00-4:40 Friedline, G. Villa 155

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

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

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

HONORS 2020 -002 #14742 (H, WC) 
Inquiries in the Fine and Performing Arts 
TR 2:00-3:15  Dwiggin, K. C309

Techniques of Writing Fiction: This course provides an introduction to the art of fiction writing, with class time devoted to various principles of the genre through writing exercises and workshop discussion. Coursework will involve the study of modern and contemporary short stories as models for the aspiring writer, focusing on various techniques of fiction including maintaining narrative voice and consistency, developing rich characters, designing structure, setting and pace. Special attention will be given to issues of plot, point of view, description, dialogue, and other elements in the rhetoric of fiction, with an emphasis on craft and the writing process. We will also learn about the state of contemporary publishing and the business of writing. Students will be expected to complete short, weekly writing assignments and two major fiction writings.

HONORS 2030 -001 #11576 (SS) 
Inquiries in the Social and Behavioral Sciences 
MW 12:30-1:45 Werner, K. C307

Honors Psychology: Past and current topics in the study of human and animal behavior will be covered in a limited-enrollment, seminar course, through the examination of relevant text materials, empirical journal articles, and original film footage of pivotal experiments. Seminar sessions will involve class discussion and debate, class presentations, and seminar activities. We will critically examine the original, empirical writings of the most noted contributors to the field. We will examine the past and present state of the field of Psychology, with special emphasis on the latest findings in the fastest-growing areas of contemporary psychology – such as psychoneuroendocrinology, cognitive psychology, and new approaches to the treatment of psychological disorders, including psychopharmacological therapies.

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

HONORS 2030 -002 #11577 (SS) 
Inquiries in the Social and Behavioral Sciences 
MW 12:30-1:45  Weber, K. Villa 155

Cultural and Social History of Death and Death Rituals: What does it mean to die? How has death been approached by Western societies over time? Death is something we all share, but also something that each society and individual must learn to make sense of in their own way. Many of the beliefs and practices that we have surrounding death have histories in religious faith, folklore, and regional culture. We will examine death, burial, religious understandings of death, and cultural understandings of death and the dead during this course. While we may include some Middle Eastern, African, or Asian beliefs from time to time, the main focus will be Western Europe and the United States. Topics we will explore will include death in
medieval Europe, death practices in colonial, nineteenth century and twentieth century U.S., modern and medieval funerals and burial practices, changing religious beliefs and doctrine concerning the afterlife, vampires, zombies and ghosts. We will also explore various laws, traditions, and beliefs involved with these same five topics, taking note of how race, class, sexual orientation, and gender differences interact with the ideas and practices concerning death.

HONORS 2030 -003 #11578  (SS)
Inquiries in the Social and Behavioral Sciences
MW 11:00-12:15  Werner, K.  C307

Honors Abnormal Psychology: Abnormal Psychology examines the historical views and current perspectives on the possible etiology, symptoms, and treatments of major psychological disorders, including anxiety, mood, personality, schizophrenia, substance-related disorders as well as cognitive impairments. Major diagnostic categories and criteria, individual and social factors of maladaptive behavior, methods of clinical assessment, research strategies, and types of therapy will also be covered. This course covers the same material at Psych2245 – Abnormal Psychology in a seminar/discussion based format with additional writing requirements.

**While this class is not cross-listed, it will count as Psychology 2245.

HONORS 2030 -004 #11579  (SS)
Inquiries in the Social and Behavioral Sciences
TR 3:30-4:45  Sopko, M.  Seton

Honors Drugs and Behavior: The recreational use of mind altering substances has been the topic of intensive scientific investigation for over 50 years yet many unresolved questions persist. For example, are drug experiences pathways to enlightenment which open “the Doors of Perception” or are they just a means of escaping the trials and tribulations of modern living and getting “high”? In an attempt to address some of these questions, this course will provide an introduction to the relationship between psychoactive substance use and its influence on cognition, emotions, and behavior of individuals and groups as well as social and cultural influences on society at large. The effects of drugs including hallucinogens such as LSD and psilocybin; opiates/opioids such as heroin and oxycodone; as well as marijuana and other substances will be investigated and discussed. The assigned readings will come from a wide range of scientific, literary, and other media sources in order to allow broad exposure to factual information as well as attitudes and opinions about the topic. Students of all majors will enjoy and benefit from this course. While it is not cross listed with psychology, it may be counted as a 2000-level course for Psychology majors.

HONORS 2050 -002 #14071  (NS)
Inquiries in the Natural Sciences
MW 12:30-1:45  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 -X01 #13242  (NS)
Inquiries in the Sciences
TR 2:00-3:15  Granger, C.  Fish, J. & Fruend, J.  C211

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

HONORS 2051 -X01 #13424 (NS—lab) Inquiries in Natural Science: Laboratory and Field Work TR 3:30-4:15 Granger, C. C211 Fish, J. & Freund, J.

Field Study of Urban Ecology: Populations and Habitats: This is a companion field work course to Populations and Habitats, Honors 2050.X01. The lab may not be taken alone. However, you do not need to take the lab to take 2050 X01. 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 new garage).

HONORS 2060 -001 #13204 Inquiries in Business MW 12:30-1:45 McGilivary, J. LeGras

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.
sense of the strange beings and the people who conjure or communicate with them.

(Same as Anthropology 3237)
HONORS 3010 -001 #11582
Advanced Honors Seminar in the Humanities
R 2:00-4:40 Carroll, J. LeGras

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

(Same as English 4540)
HONORS 3010 -002 #11584 (GA)
Advanced Honors Seminar in the Humanities
T 2:00-4:40 Griesedieck, D. LeGras

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, Philosophy 3286)
HONORS 3010 -003 #11585
Advanced Honors Seminar in the Humanities
MW 11:00-12:15 Nigro, K. LeGras

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

(Same as History 4142)
HONORS 3030 -002 #11587
Advanced Honors Seminar: Social & Behavioral Sci.
TR 3:30-4:45 Hankinson, C. C307

Politics and Pop Culture: We live in a world where the lines between entertainment and politics have become increasingly blurred. Movie and sport stars run for and are elected to public office, candidates are marketed like toothpaste, and our favorite TV shows, movies, and songs are often filled with political content. This course examines the role that the entertainment media (particularly music, television and film) plays in shaping the political attitudes of Americans, particularly young adults. In addition to reading social science and cultural studies research in this area, students will listen to and/or view a number of songs, television programs and movies that contain political content or have been shown to influence the socio-political values of their users. It should be noted that this is not an “appreciation” class: students will be required to examine topics through the eyes of a scholar, not a consumer.
HONORS 3030 -003 #13205  (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
TR 12:30-1:45  McGillivary, J.  C307


This course will examine America’s financial system, its laws and regulations, and the ethical challenges that weave through them. We will begin with a historical review of significant events to demonstrate how similar issues – risk, transparency of information, the legal / regulatory environment, greed, and fear – contribute to this country’s economic crises. Throughout this course, we will consider whether the law can truly address the deficiencies that lead to market collapses. The semester will conclude using case studies to discuss the sophistication of the current financial markets and how legislators, regulators, the financial industry, and the public can make sense of it all. This course will benefit students from many majors, including Business, Political Science, Criminology, Sociology, Economics, etc. Students from most disciplines will increase their understanding of finance, law and ethics, and how those areas relate to their future career paths.

(Same as Business Administration 3198)

HONORS 3030 -004 #13425  (GA)
Advanced Honors Seminar: Social & Behavioral Sci.
MW 9:30-10:45  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 finance and the conflicts the established media faces when it confronts the upheavals of the Arab Spring.

HONORS 3030 -005 #14074
Advanced Honors Seminar: Social & Behavioral Sci.
TR 9:30-10:45  Phipps, S.  Villa 155

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

(Same as Media Studies 3350)

HONORS 3030 -006 #14748
Advanced Honors Seminar: Social & Behavioral Sci.
F 9:30-10:12  Pellegrini, E.  LeGras

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

HONORS 3100 -001 #11588
Honors Advanced Composition: Jr. Level Writing Req.
TR 12:30-1:45  Moore, S.  Villa 155

HONORS 3100 -002 #11589
Honors Advanced Composition: Jr. Level Writing Req.
MW 9:30-10:45  Torrusio, A.  LeGras

HONORS 3100 -003 #11590
Honors Advanced Composition: Jr. Level Writing Req.
MW 2:00-3:15  Torrusio, A.  LeGras

HONORS 3100 -004 #11591
Honors Advanced Composition: Jr. Level Writing Req.
TR 9:30-10:45  Walterscheid, K.  C309

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

Writing the City:  Through informal and formal writing assignments, discussion, instruction and research, students will improve their critical thinking, research, discussion and writing skills. The course is designed to help students meet the challenges of college writing and intellectual inquiry and does so by focusing on the city of St. Louis and the specific fields of study of those enrolled in the course. Issues such as depth and development of content, voice, style, tone, correct expression, and research techniques are among the many topics emphasized in this class. Students will write journals and also a minimum of 4 to 5 papers.
**HONORS 4100 IS A REQUIREMENT FOR ALL HONORS STUDENTS.**

HONORS 4100 -001 #11592
Independent Portfolio Writing
ARR Baldus, K. ARR

**Section 001 of 4100 is intended 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 #11593
Independent Portfolio Writing
ARR Wilson, R. ARR

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

This one or two-hour course is designed for students who plan to focus on obtaining a job after graduation. Working primarily in individual consultations with an instructor, you will learn successful strategies you can apply to current and future career opportunities.

After participating in a group orientation session at the beginning of the semester, you will schedule individual conferences to consult on drafts and revisions of the documents needed for a job search. The writing projects for the course may include brief reports on various careers or companies, targeted resumes, cover letters, letters to arrange informational interviews, and prepared responses to important interview questions.

As you work on these projects, you will also reflect on your writing accomplishments during your years at UMSL by assessing your Honors Portfolio.

HONORS 4100 -003 #14155
Independent Portfolio Writing
ARR Gleason, N. ARR

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

Independent Portfolio Writing: This one or two-hour course is designed for students seeking jobs in elementary or high school education. 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. Projects for the course will include resumes, cover letters, rationales, statements of teaching philosophy, and teaching portfolios.

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 #11594
Independent Portfolio Writing
ARR Gleason, N. ARR

**Section 004 of 4100 is intended for graduate school or career bound students.

Independent Portfolio Writing: This one or two-hour course is frequently a blend of graduate school and career bound students. 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. Projects for the course will include resumes, cover letters, rationales, statements of teaching philosophy, and teaching portfolios.

As you work on these projects, you will also reflect on your writing accomplishments during your years at UMSL by assessing your Honors Portfolio.

INDEPENDENT STUDY SESSIONS

**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 #11595
Independent Study in Honors
ARR Bliss, B.

HONORS 4900 -002 #11596
Independent Study in Honors
ARR Hankinson, C.
HONORS 4900 -003 #11597
Independent Study in Honors
ARR       Gleason, N.

HONORS 4900 -004 #11598
Independent Study in Honors
ARR       Noll, B.

HONORS 4900 -005 #11599
Independent Study in Honors
ARR       Baldus, K.

HONORS 4900 -006 #11600
Independent Study in Honors
ARR       Gerth, D.

HONORS 4900 -007 #11601
Independent Study in Honors
ARR       Hensley, T.

HONORS 4900 -008 #12994
Independent Study in Honors
ARR       Friedline, G.

HONORS 4910 -001 #11602
Independent Study: Internships
ARR       Staff.

HONORS 4910 -002 #13520
Independent Study: Internships
ARR       Hankinson, C.

HONORS 4910 -003 #13680
Independent Study: Internships
ARR       Gleason, N.

HONORS 4915 -001 #11603
Independent Study: Off-campus Internship
ARR       Staff.

HONORS 4915 -001 #13681
Independent Study: Off-campus Internship
ARR       Gleason, N.