

## **ARTS & SCIENCES HONORS CLASSES- SPRING 2006**

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For more information about any of these courses, consult the instructor or Larry Rodgers, the Director of the Honors Program, Eisenhower 117.

### **A. HONORS SECTIONS OF REGULAR COURSES**

#### **1. ENGL 125 Honors English II (3cr)**

<b><u>Section A (#09930)</u></b>	Behlman, Lee	M/W/F 8:30	ECS 121
<b><u>Section B (#09940)</u></b>	Behlman, Lee	M/W/F 9:30	ECS 121

Love, Sex, and History: The Greeks, the Victorians, and Us. This course will help you to develop your critical writing and thinking skills for other courses at this university and for life beyond college. The special focus of this class will be the history of love and sexuality. Our focus will be on three very different cultures: Ancient Greece, Victorian Britain, and modern-day America. As we read significant fiction and non-fiction texts from each of these three cultures, we will consider how ancient and Victorian ideas about sexuality both differed from and contribute to our own. Two key issues we'll address will be the rhetoric of romantic love and current controversies over gay marriage.

We will read such diverse authors as Sappho, Plato, Ovid, Swinburne, Christina Rossetti, Emily Bronte, Freud, the novelists Jeffrey Eugenides and Jeanette Winterson, and two current Supreme Court justices.

We'll also watch two great screwball comedy films and listen to some very silly songs. Assignments will include four mid-length papers, two required paper revisions, short workshop evaluations, and some quizzes. Books for the class will be available at the Dusty Bookshelf in Aggieville.

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<b><u>Section C (#09950)</u></b>	Friedmann, Roger	M/W/F 10:30	ECS 121
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Students enrolled in this section of Honors Composition II will study some important literary fiction written in response to one of the 20<sup>th</sup> century's most abominable crimes, the Holocaust. As part of their study of these works, students will write four essays responding to the implications of the works they've read. These essays may deal with some of the following issues:

- How literature can help readers imagine the inner lives of others.
- How the Holocaust challenges many received beliefs.
- How "otherness" leads to marginalization of minorities.
- How the Holocaust has changed our perception and understanding of anti-Semitism.
- How the Holocaust continues to demand from even those generations who did not witness it a response.

Each essay will require three drafts, whose revisions will be based on responses in peer-review workshops and weekly conferences with the instructor. In addition, students will be required to keep a journal with weekly entries throughout the semester.

The reading for the course will include the following works:

- *Shosha* by Isaac Bashevis Singer
- *Anya* by Susan Fromberg Schaeffer
- "The House on Kronenstrasse" by Shira Nayman
- *The Painted Bird* by Jerzy Kosinski
- *The Shawl* by Cynthia Ozick
- *Adam Resurrected* by Yoram Kaniuk
- *The Victim* by Saul Bellow
- "In Memory of Chanveasna Chan, Who Is Still Alive" by Ellen Miller

Supplementary reading will also be provided as the instructor sees fit.

(**Important note:** This course examines a sampling of Holocaust literature that is substantially different from the readings presented in English 395: Holocaust Literature.)

## 2. **PHILO 230 Honors Intro. To Moral Philosophy (3cr)**

**Section A (#19710)**      Lara, Amy                      M/W/F 9:30                      D 302

Moral philosophy is comprised of three levels. At the theoretical level, moral philosophers ask questions about the objectivity of morality itself. Is morality relative? If not, how can we acquire knowledge of it? At the normative level they develop theories of how we should act, of what is morally good or bad. And at the applied level they apply these theories to specific moral issues.

In this class we'll look at some of the best work that has been done at all three levels. We'll start with a discussion of moral relativism versus objectivism, and then compare some classic normative theories about how we should act. Finally, we'll apply these theories to the issues of animal rights, free speech, and gay marriage.

Students will get lots of practice analyzing, evaluating, and developing philosophical arguments. Course work will include several papers, in-class discussion, and debates.

## 3. **PSYCH 115 Honors General Psychology ( 4cr)**

**Section A (#21390)**      Fullagar, Clive                      T/U      2:30-3:45                      BH 107

The purpose of this course is to enable students to understand and apply psychology's basic principles and concepts. In order to achieve this understanding students will engage in critical thinking exercises that encourage discovery and lead to meaningful, active learning. Hopefully, the process will instill a sense of wonder and appreciation for the complexity of human behavior.

The course has three specific goals:

- To help students learn psychological ways of thinking, analyzing, and arguing
- To encourage students to question assumptions and to explore alternative ways of thinking and acting
- To engage student interest and promote inquiry

## B. HONORS SEMINARS

### 1. GEOL 399 Honors Seminar: Oceanography (3cr)

**Section A (#12310)** West, Ron T/U 8:05-9:20 T 015

The goals of this course are to: (1) help you increase your understanding of how science works, (2) improve your skills in critical thinking, and (3) enhance your knowledge of Oceanography. We will do this using the current basic knowledge of the chemical, geological, physical, and biological aspects of the world ocean and their interrelationships. Assigned readings, the instructor's presentations, our discussions, and prompt feedback of examination results will help us achieve these goals.

### 2. MC 399 Honors Seminar: Mass Communication (3cr)

**Section A (#16001)** Bergen, Lori M/W 11:30-1:20 K204

The construction of meaning in our increasingly global society is heavily dependent on media, media frames, and the interaction of media with active audiences. The *meaning* of events depends on the particular narrative adapted by the media in portraying them, and on the interaction of media narratives and media products with the dynamics of race, class, generation, gender and international perspectives. Students will explore the nature of mediated communication, consider why media function as they do, and examine why and how people use media to accomplish goals. They'll become more critical consumers of media narratives and products and examine the social, political, economic and international implications of media and their content. We'll start the course with a look at broad theoretical issues about the media's role in the social construction of meaning and then apply this theory to three global concerns: terrorism, youth, and a theme selected by seminar students. Course requirements include 10 weekly reaction papers, two essay exams, and a team presentation. In addition, during the final weeks of class, students will collaborate with communication science students from our German partner institution Zeppelin University on a joint project to evaluate the international and comparative dimensions of the construction of meaning around terrorism.

## C. HONORS COLLOQUIUM

### 1. DAS 450 Honors Colloquium: Non Violence Studies

**Section A (#05330)** Verschelden, Cia M 2:30-5:20 W 025

This course is intended to acquaint students with the theory and practice of active nonviolence as a method of social change and a way of life. Readings, films, experiential activities, discussion, and guest lectures by activists will help students develop the understanding and skills for practicing nonviolent communication and promoting nonviolent action.

Class format will be lecture, interaction with topic or guest, discussion and overview of readings, films, student papers, and current events.

## **D. HONORS INTERNSHIP**

### **1. DAS 388 Honors Internship (V cr)**

**Section A (#05510)**      Rodgers, Larry      By Appointment

Time and place to be arranged by the student and the supervising faculty member in consultation with the Director of the Honors Program.

“A scholarly investigation related to activities in a place of employment or in a volunteer situation. Written and oral presentations are required. Pr.: Concurrence of a faculty advisor and approval of the arts and sciences honors program advisory council,” KSU General Catalog.

This option is designed to accommodate academic credit for research and writing related to such off-campus internships as legislative internships and Court Appointed Child Advocates. Details of the independent study and the nature of the project to be completed should be cleared well ahead of time with the chosen faculty advisor and the Honors Director, as noted above.

## **E. HONORS TUTORIALS**

Available in Departments, which list this option in the KSU General Catalog (e.g., BIOL 496, ENGL 498, GEOG 498, MUSIC 498, KIN 498, PSYCH 490, SPCH 498, all variable credit 1-3). The tutorial generally involves research in preparation for the Honors Thesis.

## **F. SENIOR HONORS THESIS**

Students should register for credit under the number of Senior Honors Thesis in the department of the supervising faculty member after approval of the project has been obtained. See Dean Rodgers for more information.