

## Course Description List: First-Year Seminars Fall 2009

**EDLST 212. Introduction to Leadership Concepts.** (2-3). This course is organized to provide students with a broad overview of leadership theories, an introduction to ethical decision making, identification of personal leadership styles, and current societal issues for leaders. Prerequisites: None. Permissions forms are not needed for the pilot study course. Preference: scholarship recipients enroll in a 100 person section unless a schedule conflict exists.

**ENGL 251. Introduction to Literature.** (3) The primary aims of this course include honing students' ability to read deeply, analytically, and actively. Course aims are achieved through the following activities: thinking, discussing, and actively participating in the class; an oral presentation; various writing assignments about prose, poetry, and drama, including a mid-term and final exam.

**ENGL 270. American Literature.** (3) This course will be a general introduction for non-majors to several of the most important works in American literature. Because this is an introductory course, no prior knowledge of the texts or contexts is assumed. None of the specialized vocabulary of the English major is required for this course. The aims of the course are to have students enjoy and understand the literature itself, to learn why the literature is considered important, and to be able to express themselves clearly and precisely in their responses to the literature. Close attentive reading to the literature on an everyday basis is expected. The class emphasizes critical thinking, clear informed writing, discussion, and active class participation. Expect that some sort of response, either oral or written, will be due nearly every class day.

**ENGL 287. Great Books.** (3) This course provides students with the opportunity to read the classics of world literature from ancient times to the present. Our focus is books that have been considered important and influential to many people, texts that can be read over and over again with interest and new insights, and works that touch upon key social and philosophical issues. We will read amazing books that have inspired other writers and been loved deeply by many readers. The reading for this course includes selected books of the Bible, Euripides's *Medea*, Sophocles's *Antigone*, Dante's *Inferno*, Shakespeare's *Othello*, Cervantes's *Don Quijote*, Eliot's *Silas Marner*, and Morrison's *Song of Solomon*. The work for the course includes short papers, two examinations, regular attendance, and active class participation.

**ENTOM 301. Insects and People.** (3) Intended for undergraduate non-majors as part of the university general education curriculum. The focus will be on the global impact of insects and their relatives on human concerns, from acting as disease vectors, agricultural pests, and pollinators to their roles in art, history, and religion. Two hours lec. and one one-hour interactive session a week.

**FSHS 110. Introduction to Human Development.** (3). A study of life span human development through an individual's awareness and understanding of his or her own physical, social, and psychological growth and relationships with family, peers, and others.

**GEOG 100. World Regional Geography.** (3). Introduction to geography structured on a framework of major world regions and countries. With the regional approach is an explicit discussion of the essential concepts of certain systematic specialties, such as political, social, economic, and urban geography.

**GEOG 125. Natural Disasters.** (3). Discussion of geological phenomena such as earthquakes, volcanic eruptions, landslides, and floods, with particular emphasis on their causes, effects, and significance as hazards.

**MC 110. Mass Communication in Society.** (3) A historical, social, legal, economic, and technological study of mass communication and its role and impact in society.

**MUSIC 250. Introduction to Music.** (3) Elements of music as represented in selected masterpieces of the standard concert repertory, designed to heighten the perception and the enjoyment of the listener who has limited musical knowledge.

**POLSC 110. Introduction to Political Science.** (3). Introduction to politics, public policy, and governmental processes. Distribution and use of political power, political thought, public opinion, groups, parties, institutions, public law, careers in politics, and related topics.

**SOCIO 211. Introduction to Sociology.** (3). Examination of relationship between people's experiences and social conditions. Introduction to ways in which sociologists research and interpret human behavior, patterns of social interaction, and social influences on individual conduct.

**WOMST 105. Introduction to Women's Studies.** (3). An interdisciplinary introduction to academic and community-based thinking about women's lives: (1) how gender inequality in society restricts women's development, limits their contributions to the dominant culture, and subjects women to systematic violence and (2) strategies with which women can gain power within existing institutions and develop new models of social relations. Particular attention will be paid to issues of race, ethnicity, class, and sexuality.

### **First-Year Seminar Honors Courses Fall 2009**

**AGEC 121. Honors Agricultural Economics and Agribusiness.** (3) A course suggested for all honors students interested in the agricultural economy. A study of economic principles, with emphasis on their application to the solution of farm, agribusiness, natural resource and agricultural industry problems in relationship to other sectors of the United States economy and foreign countries. The course will include extensive discussion, writing, and computer assignments on application of economic principles to real-world problems and issues.

**ENGL 210. Honors English.** (3) I have three goals for this course: first, that you feel more confident producing the type of academic prose valued by professors across the disciplines; second, that you continue to build successful paper-writing skills, such as careful reading and rereading, note-taking, analyzing and using sources, and developing and revising arguments; and third, that this course allows you the opportunity to work with other writers in class. Using both “hands on” experiences and library sources, we will explore the concepts of place and literacy—and their connections. By the end of the course, you can expect that you will have increased your repertoire of critical reading and writing strategies and have a fuller understanding of yourself as a reader and writer. Requirements: three formal papers, a final revision project, small writing assignments, reading responses, and a significant amount of in-class discussion.

**ENGL 297. Honors Introduction to the Humanities I.** (3) Study of selected major works of history, literature, and philosophy of central importance in the Western cultural tradition. Emphasis on classroom discussion and writing interpretive essays.

**HIST 297. Honors Introduction to the Humanities I.** (3) Study of selected major works of history, literature, and philosophy which have been of central importance in the Western cultural tradition. Considerable emphasis is placed on classroom discussion and writing interpretive essays.

**MLANG 297. Honors Introduction to the Humanities I.** (3) Study of selected major works of history, literature, and philosophy which have been of central importance in the Western cultural tradition. Considerable emphasis is placed on classroom discussion and writing interpretive essays.

**PHILO 297. Honors Introduction to the Humanities I.** (3) Study of selected major works of history, literature, and philosophy which have been of central importance in the Western cultural tradition. Considerable emphasis is placed on classroom discussion and writing interpretive essays.

### **First-Year Seminar Courses in Salina Fall 2009**

**AMETH 160. Introduction to American Ethnic Studies** (3) This course introduces students to the major concepts related to ethnicity and to some of the major American ethnic groups.

**COT 299. Problems in Arts, Science, & Business: Mastering Academic Conversations.** (3). This course is designed to facilitate the passage of students from high school level to university level. Through the investigation, development, and practice of specific academic skills students will improve academic performance, increase knowledge of and participate in the community. Students will develop long-term academic goals, enhance information literacy, broaden citizenship skills, and advance their access to technology for information exchange and the creation of new knowledge.