

University Honors Program Courses

Fall 2003

Honors Core Curriculum Courses

All courses are 3 credit hours unless otherwise indicated.

Honors English Composition I (Area A)

ENGL	1101H	section A	TR	11:00-12:15 p.m.	WH 306	CRN: 81298	Dr. Jane Kinney
ENGL	1101H	section B	MWF	12:00-12:50 p.m.	WH 306	CRN: 81299	Ms. Kelly Whiddon

Honors English Composition II (Area A)

ENGL	1102H	section A	MWF	10:00-10:50 a. m.	WH 203	CRN: 81314	Dr. Michael Davey
ENGL	1102H	section B	MWF	11:00-11:50 a. m.	WH 203	CRN: 81315	Dr. Michael Davey

Honors United States History to 1865 (Area E)

HIST	2111H	section A	TR	12:30-1:45 p.m.	WH 257	CRN: 80589	Dr. Lamar Pearson
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Honors Introduction to Mass Media (Area C)

MDIA	2000	section D	MWF	10:00-10:50 a.m.	FA 236	CRN: 80870	Dr. Larry Etling
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Honors Philosophy: Principles of Logic and Argumentation (Area C)

PHIL	2020H	section A	MW	2:00-3:15 p. m.	WH 104	CRN: 80339	Dr. Richard Amesbury
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Honors Political Science: Introduction to Global Issues (Area E)

POLS	2401H	section A	TR	12:30-1:45 p.m.	WH 305	CRN: 80657	Dr. Michael Baun
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Honors Fundamentals of Psychology (Area E)

PSYC	2500H	section A	TR	12:30-1:45 p.m.	EC 81	CRN: 81587	Dr. Steven Stout
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HONORS SEMINAR COURSES

HONS	1990	section A	MW	9:00-9:50 a.m.	HH 103	2 credit hours	CRN: 81235	Dr. Brian Adler	Honors Introductory Seminar Topic: The Human Condition
HONS	1990	section B	MW	11:00-11:50 a.m.	HH 103	2 credit hours	CRN: 81236	Dr. Pat Burns	Honors Introductory Seminar Topic: Emerging Leaders
HONS	3990	section A	W	3:00-5:30 p.m.	HH 103	3 credit hours	CRN: 81237	Dr. Brian Adler	Honors Capstone Seminar Topic: The Frontier

Honors Departmental-Track Course: Political Science

POLS	4820H	sec A	HonorsState/LocalGov	TR	12:30-1:45 p.m.	WH 256	CRN: 80669	Dr. Richard Saeger
POLS	4820H	sec B	HonorsSepPowers	MWF	12:00-12.50 p.m	WH 140	CRN: 80672	Dr. David Winder

POLS	4820H	sec C	HonorsPol/SupremeCrt	MWF	11:00- 11:50 a. m.	WH 256	CRN: 80673	Dr. Marc Pufong
POLS	4830H	sec A	HonorsEuropean Pol	MW	2:00- 3:15 p. m.	TBA	CRN: 80675	Dr. Michael Baun
POLS	4830H	sec B	HonorsPolDevelNation	TR	9:30- 10:45 a. m.	WH 305	CRN: 80677	Dr. N. Bamfo
POLS	4840H	sec A	Honors Model UN	TR	2:00- 3:15 p. m.	WH 305	CRN: 80678	Dr. Carol Glen
POLS	4850H	sec A	HrnsModernPolleology	MWF	10:00- 10:50 a. m.	WH 256	CRN: 80671	Staff

Honors Program Course Descriptions:

MDIA 2000 (Introduction to Mass Media): Catalog description: The study of the processes, elements, uses, and impacts of mass media, including history, development, operation, and cultural effects of books, newspapers, magazines, motion pictures, radio, television, sound recordings, and computer media.

Additional background: This course is designed to make students more aware of the influence of mass media on society and today, as well as providing insights into how the various media work. It covers all media, from print to electronic to computer-mediated. The class looks at how the various media are structured; for example, how newspapers and magazines are produced, how radio and television programs are developed, and how records (CDs) and books are produced. The history of the various mass media are also examined. An important part of the class is the study of how the media influence the public (for example, through the content of print and electronic advertising messages and television programming). Students will also gain a working knowledge of mass media terminology and an understanding of basic media concepts; for example, how radio and television ratings are computed, how musical artists are signed to recording deals, and why television news looks the way it does. Through studying how the media function, and their effects, students should become more knowledgeable media consumers and more aware of how the media are shaping their lives.

HONS 1990 (Honors Introductory Seminar, Section A): Pivotal ideas start with questions. Where am I headed? What will I be? What will I do? What should I be responding to? What do I know? What do I want to know? How do I think? What do I think about? What is the world to me? What conditions in the world do I care about the most?

These are existential questions, asked at the most profound moments of our lives. These can be difficult and painful questions as well, sometimes asked without the quick and ready answers following. What we will do in this course is to inquire into our own individual experiences as well as look at the world more closely than we might normally do, with our thoughts and discussions designed to elicit from us a sense of exactly how our individual experiences interface with the world-at-large. We also will simply be engaging in acts of sustained reading and listening, which in themselves are simple, yet profound activities, ones which our culture tends to discount and diminish.

Through these activities, along with class discussion, we will examine in various ways how we construct ourselves and our senses of society, community, nation, world, and reality. Francis Bacon writes in 1594 that all scholars require three things: "first, a most perfect and general library; next, a spacious, wonderful garden of divers plants, moulds, beasts, birds, and fish; and third, a goodly huge cabinet." We will, hopefully, develop the "goodly huge cabinet" of ideas and other kinds of mental furnishings mentioned by Francis Bacon. A major goal of this course is to become comfortable with the statement offered by the Nobel Peace Prize winner and Holocaust survivor Elie Wiesel, who says, "The essence of [human being] is to question and the essence of the question is to be without answer." Given this, our course will work at proposing the important questions to be asked in order to make life meaningful (and meaning-full). In doing so, we will accomplish several other goals: the process of inquiry in the course will involve developing and strengthening critical thinking skills, and we will use written and oral communication skills to convey information to a broader audience. By exercising intellectual leadership skills, we will accomplish one final goal in this course: developing a sense of community and purpose among students in the VSU Honors Program.

HONS 1990 (Honors Introductory Seminar, Section B): An introduction to the nature of leadership, with a focus on the history and origins of leadership, theoretical approaches to leadership, and the essence of contemporary leadership. Application of these concepts to life experiences will be addressed through discussion, interactive scenarios, and in-basket exercises. Many employers actively recruit new college graduates. While high grades and academic majors are important, they don't tell the whole story of the candidates. Three of the most important skills employers seek when interviewing college graduates are leadership skills, critical thinking skills, and communication skills. The HONS 1990 Seminar in Leadership is designed to assist students in developing these three important skills.

Course Goals:

1. Develop an understanding of the nature and tasks of leadership.
2. Examine the impact of ethical decision-making in effective leadership.
3. Critically analyze different leadership scenarios and develop solutions based on a personal philosophy of leadership.
4. Become acquainted with existing models, philosophies, and theories of leadership.
5. Draw some general conclusions regarding the relationship that exists between power, conflict, decision-making, and moral leadership.

Please go to <http://www.valdosta.edu/~pcburns/sylhon.htm> for a complete course description, including the syllabus!

HONS 3990 (Honors Capstone Seminar): ". . . always roaming with an hungry heart,/Much have I seen

and known--/I am a part of all that I have met;/How dull it is to pause, to make an end,/To rust unburnished, not to shine in use!/And this grey spirit yearning in desire/To follow knowledge like a shining star./My purpose holds/To sail beyond the sunset, and the baths/Of all the Western stars until I die--/To strive, to seek, to find and not to yield." The central contention of HONS 3990 is that we live in deeply embedded structures that give us meaning and purpose. If we look at how we are placed ideationally, we begin to see the complexity of the structures that surround us, supporting us, and also inhibiting us in terms of the way we think and feel. In a sense, to speak of culture and myth in American society, we are attempting to come to an understanding of abstract forces very similar to what a physicist tries to examine when he or she speaks of the fabric of time/space down in which heavy objects like the sun or Milky Way, rest. We are looking for what we cannot see, but what we know to be around us in a very powerful sense. One word for that force is ideology. Another term is popular culture; we can also speak of beliefs, stereotypes, prejudices, cliches, dreams, expectations, hopes, and illusions. All of these abstractions help to create overall myths about a particular culture, with a kind of reciprocal energy transfer taking place. A myth may help to perpetuate some aspect of culture that then reinforces the myth, or makes it evolve. So what we are about in this course is to examine certain monuments of our culture, to "read" these monuments inductively, and to see what kinds of conclusions we can come away with that reveal something about how, from a thematic, or conceptual point of view, these monuments help construct or convey some of the mythic archetypes that are predominant in our culture. And given that this is the Honors Capstone Seminar, we want to go about this business in a true seminar fashion, as well as to link our endeavors into your major disciplinary pursuits. Our chief topic is "The Frontier." Some concepts that we will want to apply to the topic in its largest sense: open/closed; free/impeded; physical; spiritual; intellectual; moral; ethical; economic; metaphorical; "The New Frontier"; "The High Frontier"; "The Final Frontier"; monolithic/porous/heterogeneous.