

UI-400 Business and Ethics

Catalog Description (including prerequisites)

A study of the ethical questions that arise in the context of doing business in modern society. Prerequisites: Senior standing and completion of all lower division University Studies courses, or consent of instructor. (3)

Course Content

This course involves a detailed study of the ethical problems that arise in business, along with methods and techniques for analyzing and evaluating proposed solutions. The course is divided into four sections. The first is an overview of ethical concepts and theories, and of the importance and role of ethics in business. Distinctions are drawn between the legal and ethical dimensions of business, and between consequentialist and non-consequentialist theories in ethics.

The second section examines the concept of responsibility, with emphasis on the view that discussions of responsibility make sense only within the context of well defined social roles. Different kinds of social roles are examined, as is the claim that the activity of business is itself a social role. Two different types of social responsibility often ascribed to business, beneficence and non-malevolence, are examined.

The third section examines problems of honesty and deception in business. The wrongness of deception itself is examined, along with specific problems involving deception in accounting, finance, management and marketing. Problems surrounding employee rights, privacy and whistleblowing are also examined.

The fourth section examines problems of economic and social justice. Theories of distributive justice and the role of business in achieving it are presented, along with broader questions of social justice and affirmative action.

Nature of Course

The course is discussion oriented rather than traditional lecture, and students will be expected to do a good deal of reading in preparation for class. Much of the reading material is analytical and argumentative, and students will be called on to analyze and discuss the reading material in class. The course requires a significant amount of writing, involving the preparation of case studies and a written research project. At least six hours of study time per week, apart from class time, should be devoted to this course. Essay questions are a component on all exams.

Student Expectations

Students are expected to read assigned texts, attend class regularly, participate in class discussion, and participate in a group debate on a question of ethics and business policy. Students are also expected to analyze at least five case studies involving ethical issues in business and complete a 10-15 page interdisciplinary research project. Students will demonstrate achievement on all examinations.

**UI-401 American Cultural Landscapes:
Regional Architecture and Settlement Systems**

Catalog Description (including prerequisites)

Study of American regional landscapes including house types, barns, and other folk structures. Prerequisites: Completion of courses in the University Studies categories: Development of a Major Civilization, Social Systems, and Artistic Expression. (3)

Course Content

The purpose of this course is to develop a greater awareness by students of the cultural landscapes of America. The course will examine the processes by which the architectural forms and settlement systems began to be developed in the colonial period. The discussion will be organized by regions such as New England and the South. Discussion of later evolution of American housing and structures will be based on such architectural styles as the Victorian Italianate or Queen Anne. The course will end with contemporary house types.

Nature of Course

There is an emphasis on reading in this course. Reading assignments will be based on articles in the library as well as in the textbook. A major project in the course is an analysis of a rural or urban area's cultural landscape. One feature of the project will be an oral presentation to the class, using illustrations. Lectures and discussion about relevant topics will be used.

Student Expectations

Examinations will be worth approximately 75-80 percent of the grade. The exams will be composed of objective questions such as multiple choice answers, and short essays or paragraph questions. Class projects will be used to determine the remaining percentage. The class project will require student access to a camera to be used for landscape interpretation. Photographs and slides will be used by the student for a presentation.

400-Level Senior Seminar Course

UI-402 Music in World Cultures

Catalog Description (including prerequisites)

A study and comparison of the music, instruments, style, and the music-making process of diverse world cultures. Prerequisites: Junior or senior standing (completion of 60 credits or more); completion of 100, 200, and 300 level University Studies courses; ability to read music; or permission of the instructor.

Course Content

Music in World Cultures is an investigation of the art and artifacts of music and music-making as they have developed and been implemented in various cultures. Using the tools of the ethnomusicologist, students will consider the social, religious, political, and aesthetic influences on music in a number of cultures. While some basic content will be considered for each musical culture studied, this course is not a survey.

Music in World Cultures uses the interdisciplinary tools of ethnomusicologists who approach their subjects--music and music-making--through musicology, cultural anthropology, iconography, organology, linguistics, and history. Ethnomusicology is the study of musical behaviors and its students investigate a myriad of factors, including aesthetic philosophy, cultural technologies, and the historical evolution of musical styles.

Nature of Course

The semester will be broken roughly into three segments: Materials and Methodologies, Musical Cultures and Experiences, and Final Research Presentations. This is not a survey of world musics, but an ethnomusicology seminar using musics of specific cultures as study subjects. Each semester, two or three musical cultures outside of the mainstream Western European fine art tradition will be considered. The investigation of each culture will include reading and listening assignments as well as in-class listening, videos, and lectures. The class will function as a seminar, with specific topics covered over the course of several weeks.

In the first two sections of the semester, classes include lectures, listening analysis, and video presentations. Students will write short (up to 4 pages) response or reaction papers every two or three weeks. These papers will be presented for discussion in seminar sessions.

Two tests will be given. These tests are essays and will be based on readings, listenings, lectures, and discussions. They will allow the student to demonstrate his/her control of the subject matter as well as his/her critical thinking and writing skills.

As this is a capstone course, especially for music majors, the final research project and presentation are major components of the semester's work. The thrust of the semester is to equip the student with the tools to do musicological/cultural research and to hone his/her critical and writing skills. The final project should demonstrate the students' ability to apply these research critical and writing skills to a specific topic.

Student Expectations

1. Attend all classes.
2. Participate in classes by contributing to discussions with observations, questions, and responses that are germane to the subject at hand.
3. Complete all reading and listening assignments prior to class.
4. Complete all writing assignments, including response papers and classroom presentations, on time.
5. Complete a major research project according to guidelines issued for the project.
6. Make an oral presentation summarizing and describing the results of the Final Research/Field Work Project.
7. Pass two exams.

UI-406 Transforming the Female Experience

Catalog Description (including prerequisites)

Examination of multidimensional issues involved in current actions and potential strategies for transforming the human experience of women. Prerequisites: Oral Expression course and Written Expression course, The Female Experience or permission of the instructor. (3)

Course Content

A seminar studying the multidimensional issues involved in the current status of women and potential strategies for transforming women's experiences related to those issues. Topics to be covered may include women's health and safety; economics, including comparable worth, women's management styles, the work environment and the feminization of poverty; women's culture and spirituality; women and the political system; women and the law; as well as topics determined by the class. During the discussion phase of each presentation, faculty and students will integrate material from their disciplines and other experiences.

Nature of Course

This class will be taught in a seminar format: a faculty/student presentation followed by discussion. There are no examinations. Students are expected to attend class and participate actively in class discussions. They are expected to complete assigned readings.

Student Expectations

All writing exercises will be evaluated on both content (75%) and technical skills (25%). Each student or student pair will, with the assistance of a faculty mentor, prepare a referenced term paper on one of the course topics. The paper will address the topic from several perspectives and speak to their interconnectedness. Each student will write reaction papers for selected topics that address a question devised to highlight one or several controversial issues relevant to the topic under discussion. In these papers, the student will also propose a program or series of action steps to improve the status of women in the area of the topic in Southeast Missouri or the person's home area, with an emphasis on practicality as well as creating an ideal solution. Students will be expected to integrate material from several perspectives in developing their proposals. Students will gather statistics as background to selected topics. Additional short papers may be assigned. Each will research background statistics on one topic.

Each student or student pair, with the assistance of a faculty mentor, will prepare an oral presentation on the same topic as the written report. The student(s) will provide the class a minimum of two papers or web sites, bring/develop a short dilemma/valuing exercise relevant to the topic to act as stimulus for discussion, and lead the class discussion of the topic.

UI-410 Manufacturing Research in a Global Society

Catalog Description (including prerequisites)

The study of national and international trends in manufacturing and production through the application of research and development techniques. Prerequisite: Completion of University Studies Core Curriculum. (3)

Course Content

Research in an international (global) manufacturing and production environment is a concept which cannot be ignored in the highly technological society of today. Activities in major manufacturing countries, and some in the Third World nations, demand investigation by students with the intent of comparative analysis with that of the United States. Manufacturing Research in a Global Society is a course that places students in actual manufacturing and production facilities where they, working in teams, have an opportunity to conduct research and develop solutions to "real world" problems. Students will also be taught the fundamentals of working with "high performance work teams," including the function, organization, and optimization with emphasis on listening and influencing skills.

Nature of Course

The course is communication skill development intensive. Students will conduct research activities in a variety of areas. Several industries have been contacted and have agreed to allow students to conduct research activities within their manufacturing plants. The students will then develop both a written and oral presentation of materials developed during the research process.

Student Expectations

1. Attend class regularly.
2. Complete written research report.
3. Present research activities to the proper representatives.
4. Prepare and present a brief class presentation on research activities.

UI-412 American Health Care Systems and Issues

Catalog Description (including prerequisites)

This course focuses on the full spectrum of the American health care system. This includes the current health care concerns of diverse populations and legal/ethical issues. Prerequisites: Junior or senior standing and completion of 100, 200 and 300 level University Studies courses, or permission of instructor. (3)

Course Content

This is a study of current concerns of the health and well-being of populations. Consumer concerns, bioethical issues, and healthcare access are addressed. Attention is given to the integration of previous knowledge into a broad understanding of health care in America.

Because the American health care system is very complex, various external and internal influences will be examined in depth. This includes ethical and legal issues, diverse perspectives of health care utilization, costs of health care, and the latest research and technology as related to health care.

This course is intended to address questions from a broad perspective with utilization of current events, historical studies, and primary references.

Nature of Course

This course is both reading and participative intensive. Students will be expected to do a great deal of diverse reading, and develop a reading list for other students in the course. Students will complete abstracts related to the readings on a weekly basis, and direct a seminar topic. Class sessions will primarily be directed discussions.

Student Expectations

1. Attend and participate in seminar activities.
2. Lead a seminar on one assigned topic in written and oral form.
3. Prepare a reading reference for other students regarding their health care systems topic.
4. Complete weekly abstracts of materials/readings researched on different health care systems topics.
5. Satisfactorily complete all exams.
6. Complete a formal paper on an assigned topic.

UI-415 Science and Religion

Catalog Description (including prerequisites)

An integration of scientific and religious knowledge through reading and discussion related to epistemology, origins, and process. Prerequisites: Completion of lower division University Studies curriculum or permission of instructor. (3)

Course Content

Do you put scientific knowledge and religious knowledge in two isolated "boxes" in your mind? What would happen if you took them out and carefully considered the ways they relate to each other? Can you accept the findings of modern science (the Big Bang, biological evolution, the laws of thermodynamics, quantum theory, etc.) and still be a faithful member of your religious tradition? Is there another religious tradition, a new set of beliefs, or another way of understanding your own tradition that might allow you to integrate everything that you think to be true?

If you're ready to give questions like these serious, carefully reasoned consideration, and to share your ideas and reasoning with others in an open but intellectually rigorous setting, then this course is for you. If you think that "there are some things we're just not meant to know," or "it's best not to think too much about your religious beliefs," or you just don't want to talk about your own beliefs (or disbelief), then another UI course may suit you better. The class covers these three main topics:

Epistemology: How do you know what you know?

Origins: How did we get here? Why is there something rather than nothing?

Process: How do events occur? Is there genuine chance in the world, or are events predetermined? Do we have free will, or are we controlled by a deity or our brain chemistry?

Nature of Course

The course is organized as a series of learning cycles. For each of the major topics, each student first writes a brief paper (2 pages) outlining his or her present ideas. Before each class session, each student reads a chapter from the text or an assigned paper by another author and writes a short summary of its main points. In class we discuss the day's reading in groups. At the end of each unit, students write longer papers (~5 pages) explaining their ideas on the topic again, showing how their ideas are supported by other authors, defending them against counter-arguments, and describing how and why their ideas have changed or remained the same during the unit.

Student Expectations

Students must read assigned material, locate additional pertinent sources, write summaries of assigned readings, participate actively in class discussions, and write three short and three longer papers. Students with any sort of religious belief, or none, can be successful in this course; however, each student must consider his or her own views critically, and consider the views of others supportively.

UI-416 Planetary Exploration: From Galileo to the Present and Beyond

Catalog Description (including prerequisites)

Examination of major developments contributing to our understanding of the solar system and their impact on the future of mankind. Prerequisites: Completion of the University Studies core curriculum. (3)

Course Content

This course documents and explains how our knowledge of the solar system has progressed rapidly from myth, mystery and misconceptions to dramatic scientific understanding. It focuses on the advancements made in planetary exploration, from the advent of the telescope to recent space probes and human missions. It also addresses the impact of these advancements upon society and considers its future as the potential for mankind to leave its home planet and pioneer the solar system becomes more real.

The course is divided into three major themes centered on telescopic views and interpretations, the use of planetary probes and humans in space, and future activities planned for solar system exploration and their significance to human development. Subject matter from the natural environment is integrated with that from literary, artistic, and human institution perspectives.

Nature of Course

To inform students about the major developments in solar system exploration, use is made of a variety of historical and current materials ranging from early scientific and popular publications, charts, and drawings to recent maps, photographs, and the vivid images obtained from spacecraft missions to the planets. These materials serve to exemplify the role that physio-psychological factors play in the transformation of an observed image viewed in a telescope to its representation as an illustration. The difficulties that arise due to such factors led to much mis-interpretation of early scientific data, and this persisted for several centuries until the advent of more recent observing equipment and techniques. Oral discussion activities and a written course paper will enable students to examine and analyze these and other particular aspects of planetary exploration or its ramifications upon historical, contemporary, and future society.

Student Expectations

Students should attend all class meetings and must participate in classroom activities, such as a debate or panel discussion. Completion of a course paper on a chosen topic related to planetary exploration, along with oral presentation of the findings, is also required and is worth 25% of the total grade. Finally, satisfactory performance on three examinations featuring objective and essay questions is expected and these comprise the remaining percentage of the course requirements.

UI-418 European Mind

Catalog Description (including prerequisites)

An examination of the origin and development of modern European thought and culture. Prerequisites: Junior standing and completion of Artistic or Literary Expression, Physical or Living Systems, Social or Political Systems, and Development of a Major Civilization. (3)

Course Content

This course investigates the main currents of European scientific, philosophic, religious, political, social, and economic thought from the Scientific Revolution of the seventeenth century to the present. In addition, it examines modern European thought through its art, music, and literature. Each of these ways of seeing the world and the human condition is studied in its historical context.

The European Mind concentrates on the connections between historical forces and modern ideas and intellectual systems. It examines the efforts of intellectuals who lived in the modern era of European history to analyze, synthesize, and evaluate ideas regarding the nature of humanity, society, and the world. This course presents exemplars of critical thinking in science, religion, philosophy, political and social theory, as well as art, music, and literature. It also provides explanations about how the ideas developed by modern Europeans have influenced life and society in the United States.

Nature of Course

The primary instructional methods employed in this course are lecture, large and small group discussions. Lectures provide the historical background of the life and ideas of European intellectuals. In some cases, they also serve as a means of philosophical analysis of the ideas under study. Large and small group discussions deal with readings about the intellectuals and excerpts from their works. They require students to analyze, synthesize, and evaluate the ideas of those intellectuals. Students will regularly write brief commentaries on the reading assignments in class and share them with their classmates in discussion groups. In addition, they will have opportunities to compare ideas on a particular issue from different periods, including the present. In order to engage in the study of the history of ideas, one must think critically. Thus, the very nature of this course entails critical thinking, analyzing, and reasoning.

The major project for this course is a biographical essay. Students will participate in a guided bibliographical research activity in which they will learn to use the tools of gathering biographical information. Following their decision to study a particular intellectual, they will examine biographies about that person, studies of the period in which the intellectual lived, studies of the intellectual's work, and samples of that work. Students will then write a biographical essay in which they attempt to connect the life and times of the intellectual to his or her ideas. This task will require students to use the historical method of research and interpretation and the method of interpretation relevant to the field of the intellectual's work. Following completion of the biographical essay, students will share the results of their research with their classmates in a brief oral presentation.

Student Expectations

Students will be expected to complete reading assignments for each class session and participate in discussions of those readings. They also will be expected to perform satisfactorily on two essay examinations, to research and write a biographical essay, and to make an oral presentation on the results of their research.

UI-422 Scientific Reasoning

Catalog Description (including prerequisites)

Critical study of the reasoning used in the discovery and justification of scientific theories.
Prerequisites: Completion of the University Studies Core Curriculum. (3)

Course Content

1. Introduction
 2. The Nature of Theories
 - a. Models, Hypotheses and Laws
 - b. Explanation and Prediction
 - c. Realism and Empiricism
 3. Discovering Theories
 - a. Discovery and Justification
 - b. Heuristics
 4. Justifying Theories
 - a. Inductivism
 - b. Deductivism
 - c. Naturalism
- Case Studies
- Celestial Mechanics - Ancient and Modern
 - Newton's Synthesis
 - Mendelian Genetics
 - Mendeleer and the Periodic Table

Nature of Course

The aim of this course is to introduce students to a range of fundamental issues in the philosophy of science. The central question around which these issues revolve is 'How does science work?' In exploring the various answers which have been given to this question, extensive reference will be made to episodes drawn from the history of science (detailed knowledge of the fields concerned will not, however, be presupposed). Class sessions will be oriented towards informed discussion of a variety of original readings, many of which will be set as homework assignments. The research project will be based on material not all of which is directly covered in the course and will therefore involve a certain amount of independent research in Kent Library. At least six hours of study time per week, apart from actual class time, should be devoted to this course.

Student Expectations

1. Attend class regularly and participate in class discussions.
2. Complete all homework and reading assignments.
3. Complete one long research project.
4. Complete one mid-term essay exam and one final essay exam.

UI-423 Political Communication

Catalog Description (including prerequisites)

The study of the exchange of symbols or messages that to a significant extent have been shaped by or have consequences for the functioning of political systems, i.e., an examination of the relationship between communication processes and political processes. Prerequisites: Oral Expression (SC-105) and Political Systems (PS-103 or PS-104), or consent of instructor. (3)

Course Content

Over two thousand years ago, Aristotle underscored the fact that politics and communication are inseparable parts of human nature when he observed (in his Politics) that human beings are political animals and pointed out (in his Rhetoric) that human beings alone possess the capacity for speech. In democratic cultures like our own, the relationship between these two essential aspects of human nature has never been more symbiotic. Especially with the advent and growth of the mass media, politics and communication have become intertwined. Thus, today to fully comprehend how power is wielded in democratic societies requires more than an understanding of political institutions and their operation, but also a thorough understanding of the process of using symbols to influence others, i.e., rhetoric. In this course, by focusing on political campaigns both past and current, students will have the opportunity to actively explore the connection between politics and communication through units of study that deal with political communication technology, political advertising, political debates, and political speechmaking.

Nature of Course

This course emphasizes active learning strategies wherein students learn through experience and discussion rather than through straight lecture. For example, students will analyze political debates, political speeches, and formulate and evaluate campaign strategies. A high percentage of course material will involve videotape and other non-print sources.

Student Expectations

In addition to regular classroom attendance, participation in classroom discussion, keeping up with reading, and taking a mid-term and final examination, each student will be expected to complete the following assignments: write and possibly produce a political commercial, participate in a mock presidential debate, ghostwrite a political campaign speech, keep a journal chronicling a national, state, or local campaign, prepare a 12-15 page term paper on a campaign from history. Students may be asked to participate in other activities and field trips as opportunities arise.

UI-425 Persuasion: Understanding, Practice and Analysis

Catalog Description (including prerequisites)

Principles, techniques and theories used to influence the behavior of others through oral communication, with special emphasis on the analytical tools necessary to evaluate persuasive appeals more responsibly. Prerequisites: Junior standing and completion of the University Studies core curriculum. (3)

Course Content

1. Perspectives on the Study of Persuasion
2. Advocacy and Language: Symbol Manipulation
3. Social Bases of Persuasion: Identification and Audience Analysis
4. Persuasion and Reasoning
5. The Psychology of Persuasion: Attitudes, Beliefs and Values
6. Power, Credibility and Authority
7. Persuasion Contexts and Arenas
 - a. Advertising
 - b. Politics
 - c. Public and Mass Communication
 - d. Interpersonal Persuasion
8. The Construction and Presentation of Persuasive Messages
9. Evaluating Persuasive Messages/Campaigns

Nature of Course

1. Investigative goals of the course include: the nature and importance of persuasion in human decision making, the theories and concepts of persuasion which relate to successful influence, the methods of the rhetorical process of selection, analysis, presentation and evaluation of persuasive appeals.
2. Performance goals of the course include: the criticism and analysis of rhetorical examples which reflect successful versus unsuccessful persuasion, the discovery, analysis and presentation of potential influence appeals through assigned campaigns, and the development and enhancement of skills necessary to make reasoned, reflective and critical responses to persuasive appeals.

Student Expectations

1. Complete two formal oral presentations:
 - a. Midterm presentation: A rhetorical analysis of a promotional ad.
 - b. Presentation of the final project (described in item 2 below).
2. Complete a highly structured, extensive rhetorical analysis dealing with a persuasive campaign or movement.
3. Complete a series of quizzes, short papers, and one comprehensive final exam.

UI-427 Service and Community

Catalog Description (including prerequisites)

This course provides theoretical investigation of and the opportunity for community service through volunteerism. Includes a 1 hour integrated lab. (3)

Course Content

The course emphasizes learning through service by incorporating experiential learning through volunteerism. Emphasis is placed on the contributions of volunteerism in meeting essential needs of people and improving the quality of life in communities. The course content explores theories that promote the idea that human beings are interconnected, interrelated, mutually interdependent, and become involved in reciprocal interactions and exchanges in the process of living. Emphasis is placed on essential preparations for successful volunteering and a 32 hour volunteer service requirement is used as a springboard to deepen understanding of human need and the power of one individual or groups of individuals in meeting those needs.

Nature of Course

This course is primarily taught as a seminar. It is interdisciplinary in nature using theories from several disciplines to promote understanding of the human experience. The course is designed to encourage students to make a difference in their communities by identifying needs and providing service. The required volunteerism is intended to provide the stimulus for reflection and deeper understanding of the needs of people in communities as well as the difference that volunteering can make in the life of the volunteer and those being served.

Student Expectations

This course conforms to the rigor of UI 400 and 500 level courses. There is extensive reading and discussion. Much of the discussion and sharing connected to this course occurs in the online environment. Students are expected to use the online bulletin board to respond and interact reflectively to assigned readings. Students are expected to be introspect and reflect on the course content and their volunteer experience. In addition to a cumulative exam, there is a scholarly research paper that explores the relationship of their chosen volunteer setting to the larger picture of human needs, programming to meet needs, and community well being. Students are required to make a scholarly presentation of their research and writing to their classmates. The reflective journal and written assignments as well as written and verbal responses to videos allow students to explore their values, ethics, and attitudes.

UI-429 Environmental Ethics

Catalog Description (including prerequisites)

Comprehensive study of the ethical, social, scientific, and cultural problems associated with the use and abuse of natural resources. Prerequisites: Completion of University Studies courses in Logical Systems, and either Physical or Living Systems categories. (3)

Course Content

Everyone recognizes the human need to live in the environment, and to use it to survive. The problem, however, is understanding the *right way* to use natural resources. Should resources be *overconsumed*, or do we have a moral obligation to conserve and to recycle? Do we envision the world as an inert collection of material resources here for human dominion? Is it a sacred, indeed a living, place which should be used only with careful reverence? Are there other alternatives? Do we as human beings have a responsibility to the rest of nature, if not for its own sake, then for future generations? Environmental Ethics is one of the hottest new topics in philosophy today. It casts its nets widely, analyzing the ethical, socio-economic, political, scientific, and cultural problems associated with the use and abuse of natural resources. The course is divided into the following units:

Unit I: Primer in Ethical Theory (An introduction to traditional approaches to human ethics)

Unit II: Primer in Environmental Ethics (an introduction to the differences between environmental and human ethics)

Unit III: The Science of Ecology and the Ethics of Interconnection (An analysis of the extent of interconnection between the science of the environment and an ethics of the environment)

Unit IV: Readings in Environmental Ethics (An in depth study of the leading theories in environmental ethics)

Unit V: New Frontiers in Environmental Ethics (An analysis of eco-feminism, Gaia theory, "green" politics and other new concepts in environmental ethics)

Nature of Course

The solutions of environmental problems are, by their very nature, interdisciplinary. As a result, this course will reflect that very definition. Students will be expected to both read and actively engage the course material. By this, the student will be involved in many in class activities, from hands-on demonstrations to discussions and debates. One fully understands the ethical dimension of environmental problems when their complexities are encountered first hand. A simple "readings and lecture" format discourages such encounters. Thus, the course will be active, and as "hands-on" as possible. Through a combination of free-flowing interdisciplinary discussion, and hands-on demonstration and computer simulations, we will attempt to understand the rich diversity of the environment and the ethical role of humans within it.

Student Expectations

1. To attend class regularly.
2. To be prepared to participate in class discussions based on sets of discussion questions.
3. To be prepared to hand in critical journals on a semi-weekly basis.
4. To read the assigned texts and articles, and be prepared to participate in class discussions and demonstrations regarding them.
5. To complete preliminary independent research culminating in a proposal for a final position paper.
6. To present a summary of the term paper for class round table discussion.

UI-430 Aging Successfully: Critical Issues Facing the Individual in the 21st Century

Catalog Description (including prerequisites)

A study of the interaction of historical, economic, and political influences upon the biological and psychosocial nature of individuals aging into the twenty-first century. Prerequisites: Completion of University Studies requirements in the following categories: Natural Systems and Human Institutions. (3)

Course Content

This course will provide students with a historical and cultural background for understanding why aging is conceptualized as it is and how one's social, psychological, and biological aging is profoundly affected by political and economic forces that are tied to the history and culture of a society. The focus will be to show how these systems are interrelated by understanding how past and present political, social, and economic forces interact with the nature of public programs and policies, the functioning of various institutions (e.g., medicine, government) and are ultimately reflected in the attitudes and behaviors of aging individuals and their families. One of the major emphases of this course will be the development of students' ability to critically examine the multidimensional forces affecting the everyday life of all aging individuals.

Nature of Course

This course is designed to be a seminar in which students, both individually and in small groups, discuss their analyses of the interconnections among areas that determine the nature of aging. A significant amount of reading of research materials relating to biological, psychological, social, economic, and public policy issues will be required. Students will be required to participate in and lead discussion of the materials and relate their understanding of the application of these materials. A major research project as well as small writing assignments and quizzes will be required.

Student Expectations

- Attendance and participation in all course-related activities.
- Effective involvement in group research activity.
- Satisfactory performance on quizzes over readings.
- Seminar leadership on an assigned topic.

UI-431 Shakespeare's Tragedies and the Human Condition

Catalog Description (including prerequisites)

An interdisciplinary study of 9 plays by Shakespeare as they relate to contemporary issues and events. Prerequisite: Completion of any course in the Literary Expression category. (3)

Course Content

Shakespeare's characters and his themes are timeless. Hamlet, and Brutus, and King Lear, and Macbeth still exist and may be found anywhere from Wall Street to Main Street. Shakespeare's plays provoke timely questions: What rights and responsibilities does one generation have in its relationships to other generations? What is the effect of racial prejudice? Does power corrupt? Does civilization save us or destroy us? How can modern man find harmony in an imperfect world? This class is designed to encourage students to find their own answers to these and many other questions.

The course requires close reading of the assigned plays and some use of critical material. It also requires that students be moderately well informed on current events that are newsworthy.

Nature of Course

This is a course based on discussion and performance, with students participating in both. Guest lecturers from other disciplines will present some plays from their own perspectives. For example, one lecture on Hamlet might be presented by a psychologist. Or an instructor from music might present Verdi's opera Otello as the class studies Shakespeare's Othello. Films or excerpts from films will be shown or made available to students.

Student Expectations

1. Regular class attendance.
2. Research paper or creative project.
3. Close reading of material.
4. One examination for each play, both objective and essay, with the lowest grade to be dropped.
5. Active participation in class discussions.

UI-432 Shakespeare's History Plays and Comedies and the Human Condition

Catalog Description (including prerequisites)

An interdisciplinary study of five history plays and four comedies by Shakespeare. The plays will often be studied in the light of contemporary issues and events. Prerequisite: Completion of any course in the Literary Expression category. (3)

Course Content

The five history plays will cover the period of the War of the Roses, from the abdication of Richard II, through the Lancaster and York kings, ending with the arrival of the Tudors. For the remainder of the semester, the class will cover The Taming of the Shrew, The Tempest, A Midsummer Night's Dream, and Much Ado About Nothing.

The course requires close reading of the plays and some use of critical material. It also requires that students be moderately well informed on current events that are newsworthy. Historical background will be provided as part of the course.

Nature of Course

This is a course based on discussion and performance, with students participating in both. Students are encouraged to relate the plays to their own lives and to contemporary events. Films or excerpts from films will be shown often.

Student Expectations

1. Regular class attendance.
2. Research paper or creative project.
3. Close reading of material.
4. One examination of each play, both objective and essay, with the lowest grade to be dropped.
5. Active participation in class discussions.

**UI-433 Aesthetics of Movement:
Athletic Dancers and Artistic Athletes**

Catalog Description (including prerequisites)

A critical investigation into the aesthetic difference, function, significance, and value of the movement disciplines of dance and sport. Prerequisite: 45 credit hours. (3)

Course Content

This course includes: a developing understanding of the definition, history, inter-relationship and distinction of the terms aesthetics, dance, and sport; an ability to locate, organize, and examine information on those three topics; written and oral critical thinking skills in examining sociological perspectives of aesthetics of movement, artistry vs. athleticism, the role of creativity, and movement as a cathartic experience; and developing the ability to construct a defensible personal philosophy towards the aesthetics of movement.

Nature of Course

The Aesthetics of Movement integrates subject matter in the category of Artistic Expression (Perspectives on Individual Expression) with the category of Social Systems (Perspectives on Human Institutions). Through dance and other movement forms such as athletics, consideration of the aesthetic component of expression can enhance students' perceptions, analyses, interpretation, and judgments of their own and society's perspectives. Readings in philosophy, aesthetics, poetry, literature, and criticism inform the student's understanding of dance and sport. As manifestations of oral traditions, dance and sport require kinesthetic and intellectual knowledge of a specialized kind, involving respective vocabularies, rules of conduct, and feats of coordination which are handed down by choreographers and coaches alike through an elaborate verbal/physical communication system. Facility in both dance and sport has often been characterized as the apprehension of unique oral and physicalized "languages," or forms of communication (Cohen, 1984; Sheets-Johnstone, 1983). Experiential learning involving different dance styles and sports from a variety of social systems around the world will provide students with the comparative skills necessary to appreciate, understand, and intelligently discuss the rich diversity and complexity of cultural attitudes and identity inherent to these movement forms. It will be demonstrated that dance and sport both serve as manifestations of humankind's need and desire for meaningful expression.

Student Expectations

Attend class regularly with an active, engaged, and informed attitude. Demonstrate a sophisticated, critical thinking capacity while satisfactorily completing all reading, writing, discussion, and active learning movement assignments. Demonstrate an interdisciplinary analytical research ability in the generation, investigation, and elaboration of questions, issues, and projects.

UI-435 Literature of Sport

Catalog Description (including prerequisites)

The literary and sociological study of the role, both positive and negative, sport plays in American society. (3)

Course Content

Readings and discussions in this interdisciplinary class focus on the various ways that sport interrelates with specific subject matter areas such as literature, sociology, philosophy, history, economics, and psychology. Topics will be examined in terms of functionalist and conflict theories of sport. Functionalists argue that sports create and sustain feelings of good will and solidarity among members of a community or nation. Conflict theorists believe that sports, like other social orders, are based on exploitation and coercion, particularly with regard to gender, race, ethnicity, and social class. These contrasting views will be traced in representative essays, stories, novels, poems, plays, and movies. Sample topics include; Roles of Athletes, Coaches, and Spectators; Sport as a Social Institution; Sport, Race, and Gender; the Business of Sport; Sport and Politics; Sport as Metaphor and Myth; and Sport and Aesthetics.

Nature of Course

This course, which involves a considerable amount of reading, writing, and discussion, challenges students to examine sports seriously and critically from the perspectives of opposing viewpoints--some positive, some negative. Interdisciplinary in nature, the course will require students to integrate the study of sports with other interests or disciplines.

Student Expectations

1. Class participation, including completion of all homework and reading assignments (20% of total grade).
2. Completion of an interdisciplinary research project (30%).
3. Three additional short written/oral presentations, one of which will be a book review (30%).
4. Midterm and Final exams (20%).

UI-436 Agricultural Ethics

Catalog Description (including prerequisites)

A study of agricultural issues and public policy using knowledge and methods from agriculture and social ethics. Prerequisite: Senior standing. (3)

Course Content

The first third of this course will examine the principles and applications of four ethical systems. The remainder of the course will use these to approach case studies concerning the environmental issues of agriculture, food safety issues, foreign food aid and trade, the treatment of animals, the preservation of family farms, biotechnology, agricultural sustainability, and other issues. Throughout the semester a single issue of concern in Southeast Missouri agricultural systems will be studied through readings, guest lectures, field trips, discussions, and by other means.

Nature of Course

The objectives of this course are (1) to help students learn how to use principles and methods from social ethics and information from agriculture to understand agricultural issues and the various values-based perspectives people have about these issues; (2) to help students learn how to gather information and learn about complex agricultural issues; and (3) to help students make informed value decisions about critical agricultural issues and public policy.

Class time will be used primarily for discussion, guest lectures, field trips, and other activities; lectures will be rare.

Student Expectations

Preparation for and participation in class discussions (10% of grade), seven quizzes (25%), one take-home examination (25%), and one paper (40%).

UI-438 The Nature and Growth of Mathematical Thought

Catalog Description (including prerequisites)

An emphasis on mathematical ideas as a growing, changing human endeavor, which influences the history of societies including today's technological culture. Prerequisites: Development of a Major Civilization University Studies course and MA-139 or MA-140. (3)

Course Content

Mathematics transcends time, geography, society, culture and religion. The contributions to mathematics come from all eras, cultures, and religions. Mathematics is a universal language, and mathematical thinking is a part of human activity. The universality of mathematics is emphasized. The knowledge of mathematics today is the sum total of creative efforts of many mathematicians from many centuries. The course offers a road map for a student's journey through their thought processes. It is a journey over the mathematical highways of examples, conjecture, generalizations, and proofs. It offers glimpses into the lives of great men and women mathematicians. The course treats the nature of modern mathematics and the impact of technology on the learning and teaching of mathematics as well as the mathematical contributions of ancient mathematics.

The course examines development of mathematical ideas over the past 5000 years. It covers mathematical thought in all countries and all cultures and explores forces that hindered or helped this development such as geographic location, commercial growth, social isolation, political persecution, and religious bias.

Nature of the Course

The essential student requirement is the desire to learn how mathematics came about, how mathematicians lived and worked, and how the different areas of mathematics development. Students will do writing assignments as well as class presentations. A research paper is a required part of the course so library work will be needed. Discussions and problem solving are important activities of the course.

Student Expectations

1. Attend class regularly and actively participate in class discussions.
2. Solve assigned problems and turn in solutions and other class assignments.
3. Write a course paper.
4. Make at least two oral presentations.
5. Take at least two tests and the final exam.

400-Level Senior Seminar Course

UI-440 The Holocaust

Catalog Description (including prerequisites)

A critical analysis and examination of some of the fundamental political philosophical questions, normative concepts and ethical problems of the Holocaust. Prerequisites: Junior or senior standing and completion of University Studies Core Curriculum, or consent of instructor. (3)

Course Content

This course consists of a critical examination of the intellectual, cultural, philosophical, political and historical origins and development of the Holocaust. Extensive analysis of several major philosophical political, intellectual historical, literary and autobiographical works that have made a contribution in providing deep insights and raising significant questions on the Holocaust. In particular, analysis of key normative concepts and issues that stimulated such writers: anti-Semitism, intentionalism v. functionalism (i.e., the origins of the Holocaust), the "uniqueness" of the Holocaust, the political ideology of Nazism, Jewish resistance, the articulation of experiences of the Holocaust, the problems of memory and representation, theological and religious consequences of the Holocaust, the ethical issue of choices, Nazi propaganda, the plight of victims, and the roles and motivations of bystanders and perpetrators. This particular course will analyze political philosophical concepts, normative principles and issues from the interconnected perspectives of politics (political systems), culture, religion, and social philosophy (social systems), and ethical theory (behavioral systems).

Nature of Course

This course consists of a conceptual analysis of the most significant political philosophical, moral, and intellectual historical ideas, issues and themes of the Holocaust. Students will be encouraged to develop competency working in the area of ethical justification by applying moral principles and logical arguments to normative problems and issues in conjunction with the political theories of the Holocaust. Students will be encouraged and required to participate in an active Socratic dialogue with the instructor and with other students. At the end of each session, a series of analytical questions will be posed to students. Students will be **required** to respond orally to such questions in the following session. Consistent oral participation is not only a particular requirement of each individual student, but a necessity for the intellectual progress and understanding of the Holocaust for the entire class.

Student Expectations

1. To attend consistently all scheduled classes and be prepared in all assigned work.
2. To participate and engage actively in class discussion and dialogue with other students and the instructor.
3. To maintain diligently a systematic set of class notes and to finish all required reading assignments on time.
4. To take three major examinations (including a final exam), that will be composites of objective questions (multiple choice and/or identification) and analytical essay questions in which they clearly demonstrate comprehension of the critical thinking skills and substantive material of the course.
5. To prepare and orally respond to a series of analytical questions posed at the end of each prior session.
6. To prepare an oral presentation on a Holocaust political philosophical issue of normative concept.
7. To prepare an interdisciplinary (15-20 page) written research paper.
8. To comprehend the diverse conceptual frames of reference by which various theories and interpretations of the Holocaust are designed and articulated.
9. To be able to evaluate critically scholarly research in the study of the Holocaust.

UI-443 Professional Experience in Chemistry

Catalog Description (including prerequisites)

Individualized study of and experience with the effective and appropriate design, execution, and reporting of chemical investigations. Prerequisite: CH-180, CH-181, or CH-185. (3)

Course Content

"Professional Experience in Chemistry" explores four important ways that chemists communicate with one another as professionals: written reports, oral presentations, personal conversations at professional meetings, and published chemical literature. These modes of communication are studied and practiced as the student investigates a problem of the student's choice in basic or applied chemistry. Working with a faculty mentor, the student will develop and defend a proposal for a project intended to make progress toward the problem's solution. To increase the likelihood that the student's professional interactions will indeed result in one or more problems solved, the course seeks to bring the student more fully into the scientists' culture through application of the scientific method and sound principles of experimental design, including consideration of safety and environmental issues, as well as moral and ethical concerns. Application of these concepts to an investigative experience will enhance the proposal's credibility and improve the possibility of the investigation's success.

Nature of Course

The course emphasizes problem solving and communications skills applied to an investigative project. Each student will develop and practice skills and knowledge needed to access the chemical literature. The nature of scientific truth will be discussed, and case studies will be used to explore environmental and safety issues, as well as moral and ethical questions in science. The application of presentation software, such as Microsoft PowerPoint, to scientific presentations will be explored through computer lab exercises.

Student Expectations

Each student will

1. Attend class meetings.
2. Complete reading assignments to facilitate student participation in class discussion.
3. Participate in class discussion and collaborative activities.
4. Select a Mentor for the Experiential Learning (EL) Project from the Chemistry Department faculty.
5. Prepare an Abstract for an EL Project.
6. Prepare a written Proposal for an EL Project.
7. Orally defend the Proposal before the Chemistry Department's EL Committee.
8. Attend a professional meeting jointly selected by the student and the Mentor.

UI-446 The Civil Rights Movement

Catalog Description (including prerequisites)

A study of the American Civil Rights Movement from the 1950's to the present. Prerequisites: Completion of courses in University Studies categories: Development of a Major Civilization, Social Systems, and Artistic Expression. (3)

Course Content

This course examines African Americans' continuing struggle for civil rights in America. Concentrating on the period extending from the desegregation battles of the 1950's and 60's to the battles over affirmative action of the present day, this course will look at the issues and events which define the movement, examine the role of both leaders and followers in pushing the movement forward, and explore the role of music and the arts as a tool to resist oppression. Students will assess the achievements gained in the movement to date, and ascertain the status of the Civil Rights Movement at the beginning of the twenty-first century. The course will also place the African American struggle for civil rights in its larger context by examining the 19th and early 20th century antecedents of the struggle, as well as some of the subsequent movements for obtaining equality for minority groups in America, including women, Native Americans, Latinos, Gays and Lesbians, and the Disabled.

Nature of Course

The format of the course will be lecture and discussion. Students will read extensively, discuss the implications of their readings in class, take several essay exams, and complete a research paper.

Student Expectations

Students will be expected to attend class regularly, participate in class discussions, read all assigned materials, complete all written and oral assignments in a timely manner including a research project, and demonstrate mastery of course content on examinations.

400-Level Senior Seminar Course

UI 450 Capstone Experience

Catalog Description (including prerequisites)

Group-based solution of open-ended problems based on cases or scenarios from the "real world," requiring interaction among students with diverse training. Prerequisites: Completion of the University Studies Core Curriculum and senior standing in one of the disciplines specified for the particular section. Additional prerequisites may be required for particular sections. (3)

Course Content:

The course is intended to provide students with an experience simulating that of professionals in their major disciplines, whether in industry, business, or academic research. Each section proposal will be evaluated both for its requirement of rigorous application of scientific or mathematical skills and knowledge as well as the extent to which the project is interdisciplinary. Individual sections will have purposes and objectives specific to the content areas addressed and the nature of the particular problem. Every section, however, will address these common objectives:

1. Oral communication:
 - a. Students will use effective oral communication skills to communicate with group members.
 - b. Students will make presentations appropriate to a lay audience regarding their progress and proposed solutions to problems.
 - c. Students will orally present design alternatives or questions to a lay audience and solicit necessary input.
2. Written communication:
 - a. Students will compose written progress reports that are suitable to a lay audience.
 - b. Students will use written memos to record progress, solicit information, and suggest approaches within their groups.
3. Natural systems or Logical Systems, depending on section:
 - a. Students will apply background knowledge from their major disciplines to identify issues pertinent to the problem.
 - b. Students will apply content and methods from their major disciplines to propose possible solutions to the problem.
 - c. Students will apply content and methods from their major disciplines to develop a solution for the problem.
 - d. Students will devise experimental, modeling, application, or verification approaches and test the efficacy of proposed solutions.

Nature of Course:

Students are presented with a real-world problem that requires a solution combining skills appropriate to one or more scientific or technical disciplines and possibly others such as business, the humanities, etc. Each section offered will have a specific theme and integrate specific disciplines, which will vary from section to section. Students then work in groups to solve the problem by applying the required skills.

Student Expectations:

Each student will:

1. Attend class meetings and group meetings.
2. Complete assigned tasks within the group in a timely manner.
3. Participate effectively in the preparation of written reports and presentations.

UI-452 World Historical Geography

Catalog Description (including prerequisites)

World Historical Geography allows students to explore how political, military, and cultural history is changed by the physical world. Prerequisites: Students should have completed their basic University Studies Core, especially the Physical Systems, Literary Expressions and Development of a Major Civilization, and have junior standing. (3)

Course Content

This course combines the two perspectives Human Institutions and Natural Systems, specifically the categories Development of a Major Civilization and Physical Systems during the Ancient, Medieval, and Modern periods. The civilization approach will examine the primary sources using not only the historical data, but will also employ archaeology, numismatics and epigraphic material that supplement the literary sources allowing students to not only understand the impact of geography on world history, but also within our own life. The physical approach will at the same time explore the physical geography of areas of the world showing the interaction between history and physical geography. These areas will include Persian Empire (Iran, Pakistan, and Afghanistan), the Nile River and its search (Egypt, Sudan and Central Africa), the Roman Empire frontier (Rhine and Danube Rivers), the Mongol invasion (Silk trade route, Russia and China) and the exploration of South America.

Nature of Course

World Historical Geography allows students the opportunity to explore the interaction between history and geography. This course will show that the course of political, military and cultural history can be changed by the physical world.

World Historical Geography will also allow students the opportunity to analyze the physical world of our planet. This is crucial since many historical events have taken place in remote regions rarely understood until the modern era, for example the mountains of Afghanistan and Pakistan, the origins of the Nile, the success of the Mongols in Asia, and the impact South America had on intellectual history through Charles Darwin's theory of evolution.

Student Expectations

Students are expected to attend class and actively participate in the class discussion, oral and written reports and make instructive comments on their peer's work. Students will write a 15 page paper on some aspect of a civilization under consideration where they examine a particular geographic region and the impact history had on this region. Students will present this paper in an oral report to their colleagues. Students will critique their fellow classmates' reports both orally and written.

UI-454 Perspectives of Literacy: Challenges and Solutions

Catalog Description (including prerequisites)

A critical examination of variables impacting the development of literacy including perspectives from neuroscience, communication, education, and social science. Prerequisites: Completion of 300-level University Studies requirement. (3)

Course Content

This course focuses on the development of literacy from various professional perspectives. The neuroscience perspective of literacy is examined through study of how the “brain learns to read.” The communication perspective of literacy is examined through study of the role of language and hearing in the reading process. The education perspective of literacy is gleaned from a critical review of theoretical approaches to regular and remedial reading instruction. Lastly, the social science perspective is derived from analysis of environmental, cultural, political, and behavioral variables that influence literacy development.

Nature of Course

This course incorporates a variety of instructional techniques to guide the student to a critical and reflective analysis of challenges pertaining to literacy development. An extensive review of works by David Sousa and Mel Levine, scholars in the areas of brain and learning, allows students to integrate perspectives on literacy development from neuroscience and education. Students locate, review, and summarize current periodical literature to discover the role of language and hearing in literacy development. To explore the educational perspective, students develop a presentation on an assigned reading instructional technique. Of particular importance to this presentation is a critical review of the technique in regard to the guiding principles of evidenced-based practice. The social science perspective is examined through student participation in forum discussions focusing on governmental roles in literacy promotion, behavioral issues in literacy development such as motivation, literacy environments in the home and community, and the cultural value of literacy.

This course includes subject matter encompassing a number of perspectives including living systems through the study of the neuroscience, linguistic, and auditory aspects of literacy as well as behavioral social systems through discussion of motivation, cultural value, and environment as they pertain to literacy development. In addition, students utilize skills of written and oral expression as they develop their knowledge and understanding of challenges to literacy development. At the conclusion of the course, students comprise a summative written paper that challenges them to integrate information from different perspectives in a description of multidisciplinary solutions to eliminate barriers to literacy development. This course is of particular interest to individuals involved in education, speech-language pathology, as well as social and cultural aspects of literacy.

Student Expectations

1. Students are expected to attend/review course lectures and assigned readings.
2. Students are expected to actively participate in class discussions.
3. Students are expected to complete 3 tests and a final written essay examination.
4. Students are expected to deliver a 10-15 minute class presentation.
5. Students are expected to complete a 4-6 page research paper.

UI-500 History of the English Language

Catalog Description (including prerequisites)

Origin and development of the English Language, including grammatical forms, principles of sound change, and growth of English vocabulary. Prerequisite: Completion of lower division University Studies courses. (3)

Course Content

1. Basic linguistic concepts and interrelationship of language and culture.
2. English phonology and phonemes.
3. The Indo-European languages - a brief history of the people and their languages.
4. Old English
5. Middle English
6. Early Modern English
7. Present Day English

Nature of Course

Students will acquire

1. An understanding of the systematic nature of historical linguistic principles and the specific changes characterizing the English language at its various stages.
2. Knowledge of the intimate connections between language and culture.
3. Understanding and appreciation of English literature through investigation of the linguistic context producing literary works.
4. Ability to pursue directed research into the linguistic aspects of a particular discipline or subject.

Student Expectations

1. Class attendance and participation.
2. Completion of assigned readings and work sheets as required.
3. Completion of brief, informal writings as required.
4. Completion of extensive research project.
5. Oral presentation of research findings.
6. Satisfactory performance on 5-6 examinations.

UI-501 Principles of Language

Catalog Description (including prerequisites)

Principles of Language is a study of the nature of language including its systems, role in society, historical and social changes, the development of writing systems, first and second language acquisition process, the biological foundations of language, and artificial or machine languages. (3)

Course Content

Students review the nature of language (origins, human and animal), the systems of language (morphology, syntax, semantics, phonology), sociology and linguistics (dialects, genderlect, the evolution of language families and of language, the role of slang and jargon), the development of writing systems around the world, psychology and linguistics (how people acquire a first, second, third, etc. language), animal "language", the brain's role in processing language, and the development of synthetic languages (e.g. computerized language, audix or voice mail messages).

Nature of Course

Emphasis is placed upon the general themes of language, its role in society and its psychological bases rather than on the specific discussion of any one language. Comparisons across languages, dialects, and societies are made. The role of language in the student's discipline is explored. Cooperative Learning groups in which students actively apply the content of the readings and the lectures to solve problems forms the basis of the presentation of material. Assigned readings and lectures are designed to highlight areas of discussion. Oral presentations followed by questions and answers is required.

Student Expectations

Students are expected to complete all readings, to participate actively in their assigned groups, and to write brief reports on topics and problems covered. The mid-term exam involves the analysis of a piece of writing related to the student's discipline. An oral presentation and a final paper on a topic of the student's choice which integrates the topics of the course is required.

500-Level Senior Seminar Course

UI-503 Age of Alexander the Great

Catalog Description (including prerequisites)

The civilization and physical geography of the world of Age of Alexander the Great. Prerequisites: Students should have completed their basic University Studies Core, especially the Physical Systems, Literary Expression and Development of a Major Civilization, and have junior standing. (3)

Course Content

This course combines the two perspectives Human Institutions and Natural Systems, specifically the categories Development of a Major Civilization and Physical Systems. The civilization approach will examine the primary sources using not only the historical data, but will also employ archaeology, numismatics and epigraphic material that supplement the literary sources. As such, students will be able to understand the Age of Alexander not only within its own historical setting, but also within our own history and educational system. The physical approach will at the same time explore the physical geography of areas of the world in which Alexander not only traveled and his successors established Hellenistic civilization, but that are in the very forefront of today's news: Iran, Iraq, Afghanistan, Arabia, Egypt, and the Middle East.

Nature of Course

This course uses a seminar approach where students discuss the readings and report on their individual geographic regions.

Student Expectations

Students are expected to attend class and actively participate in the class discussion, oral and written reports and make instructive comments on their peer's work. Students will write a 20 page paper on an aspect of the Age of Alexander where they examine a particular geographic region, what Alexander or his successors accomplished, what impact Alexander had on this region, and if the region still shows evidence of Alexander's age. Students will present this paper in an oral report to their colleagues. Students will critique their fellow classmates reports both orally and written.

Graduate Students Expectations

Graduate Students are expected to attend class and actively participate in the class discussion, oral and written reports and make instructive comments on their peer's work. Graduate Students will write a 25-30 page paper on an aspect of the Age of Alexander where they examine a particular geographic region, what Alexander or his successors accomplished, what impact Alexander had on this region, if the region still shows evidence of Alexander's age. Graduate Students will present this paper in an oral report to their colleagues. Graduate Students will critique their fellow classmates reports both orally and written. Graduate Students will prepare two critical analytical studies on two different primary sources and will present them to the class.

500-Level Senior Seminar Course

UI-504 Leaders of Social Change

Catalog Description (including prerequisites)

A course in rhetorical criticism, exploring how rhetorical theories help us process and appreciate the substance of speeches and the effectiveness of speakers. Prerequisite: Junior standing. (3)

Course Content

Students will be introduced to the major research and principles of rhetorical theory and rhetorical criticism. The class will cover the nature of criticism and constituents of the Rhetorical Act. Also historical leaders of social change will be focused on to demonstrate instances of both the principles of rhetorical theory and rhetorical criticism.

Nature of Course

This class will most notably integrate subject matter and approaches from areas catalogued under “Perspective on Individual Expression” and “Perspective on Human Institutions.” Material relating to *Oral Expression* and *Written expression* will assist the analysis of message elements – elements such as structure, coherence, development, oral style, and language devices. Material relating to *Development of a Major Civilization*, *Political Systems*, and *Social Systems* will inform the analysis of contextual element and the understanding of speaker and audience(s), as well as suggest the impact of a message. In other words, students will have to understand how past events as well as contemporary events impact a speaker’s rhetorical “mission” and choices, as well as to understand what impact the speaker seems to have had and on what bases.

Student Expectations

Students are expected to read assigned material, participate in class discussions and activities, and perform satisfactorily on examinations and quizzes. Also they will complete assigned papers and presentations satisfactorily, including locating and gathering quality research materials upon which they base their analyses of particular instances of public discourse. Students will gather materials that illuminate the historical setting/context as well as scholarly materials that assist their analysis of rhetorical elements.