

Critical Thinking and Writing:

HONR 111

TR 11-12:15 (Charlotte England)

TR 2:00-3:15 (Charlotte England)

MW 2:00-3:15 (Caroline Porter-Long)

Arguments bind us, divide us, batter us. Vying for approval on paper, in quiet conversation, on millions of televisions, or the battlegrounds of the web, arguments define the boundaries of common sense, set personal and global agendas, and control minds. Masters of persuasion make laws, reshape traditions, and wage wars. To understand and create arguments we must analyze their structure, language, and logic.

In this class you will learn to think critically about any kind of claim through debate, research, and writing. Library “labs” will help you to find and cite key resources including journal articles and databases, government documents, reference works, monographs, and web sources. You will also learn how to evaluate sources for particular research projects, including your own research paper. This is not so much a composition class as an arena for wrestling with ideas and words. By December you will be a keener critic and a better author of provocative texts and persuasive speeches. Practice is the only true teacher. This seminar class will require you to take an active role in your own learning. Debate and research are two foci of this class.

Entering first year Honors students must take either HONR111 or HONR211. HONR111 grants elective credit or general education credit for ENGL 103 (group I-A)

Issues in Humanities:

**My Neck is not that long...for the axe:
Sixteenth Century British Queens in history
and popular culture.**

HONR 211.041 T 6-9pm

Kristen Walton

In the late 20th and early 21st centuries, there has been a revival of interest in 16th century royals. The new Showtime series the Tudors has given Henry VIII a certain chic sexiness and Phillippa Gregory's books have captured the imaginations of readers of all ages. The stories of the queens of the 16th century in England and Scotland read almost like soap operas in the drama and tragedies that they present for the modern readers. Who, though, were these queens in history? What impact did they actually have on politics and culture during their own lifetimes?

Queen Katherine of Aragon ruled England for her husband before he divorced her. Elizabeth I was one of the strongest rulers in English history. Today, we watch films and read novels about these queens, but what is the truth behind their positions and their power? This class will study the histories of sixteenth century Queens, both regnant and consort, through a new lens. Instead of just looking at the history, we will use popular contemporary representations of these queens as a basis for our learning about their historical roles.

By watching films and TV, and reading novels, sixteenth century British history will come alive in the classroom. Then we will deconstruct these fictional representations by using historical documents, both original and secondary sources, to learn about the period and the women of the age.

Satisfies a Humanities General Education Requirement (Group IIIA or IIIC)

Interdisciplinary Seminar:

The Psychology of Moral Development
HONR 311.041 MWF 11:00-11:50

Lance Garmon

While we do not always agree on what we believe to be right and wrong, we each make these moral decisions for ourselves. But how do we go about making those decisions? This course will explore the development of moral reasoning ability, particularly as it matures from childhood into adulthood.

We will explore moral development from theoretical perspectives based on developmental, social, experimental, and neuropsychological evidence. We will explore the empirical relationships between moral judgments, emotions, social contexts, and behaviors. How do we decide what is right and wrong? Thinkers such as Piaget and Kohlberg came up with influential development stage models: later workers have critiqued and revised these classic models. This class will introduce you to the rich discussions among researchers of the psychology of moral development, and help you to apply theoretical concepts to real world settings, such as education and parenting.

We will use research tools and theories to assess our own level of moral development and to determine the moral messages being presented in popular movies and television shows..

Interdisciplinary Seminar:

**Science and the Shadows of Doubt: Climate
Change and Bisphenol A Controversies**

HONR 311.042/ PHIL 335.001

TR 12:30-1:45

Richard England

Many scientists say that we're wrecking the climate, but other scientists disagree. We read that Bisphenol A in plastic baby bottles will harm babies, but other people claim that's nonsense. Googling only adds to the confusion.

The issues are complex, and we end up asking “Who should we believe? What should we really do?” In this class, these practical questions will help us explore how science works and how we should treat scientific claims that imply we need to change how we live. How is scientific knowledge generated? When do “theories” become “facts”? How well do the public and policy-makers understand science? How are trust, fear and doubt used in public controversies over science? And are the scientists involved in those controversies pursuing the truth, or are they corrupted by the desire for influence and power?

Our two main case studies will be controversies over endocrine-disrupting chemicals and climate change. We will learn some science, talk about who's who in the debates, and think about how historical and philosophical tools can help us. The class will be useful to any student who wants to know how to think about science in a climate of fear.

Interdisciplinary Seminar:

William Styron

HONR 311.143/ENGL 410.151

T 6-9pm

Lucy Morrison

William Styron's novels get people talking, whether it is his “meditation on history,” as he called *The Confessions of Nat Turner* (1967), or the ways in which he recast the Holocaust in *Sophie's Choice* (1979). Norman Mailer claimed that “No other American writer of my generation has had so omnipresent and exquisite a sense of the elegiac,” and it is that sense of sadness and the tragedies and struggle of life that haunt his second half of the twentieth century works. In this course, we will examine Styron's life and career, looking particularly at the ways in which his fictions reveal a southern writer's development and struggle with writing. The works almost obsessively circle certain themes, and we will thus investigate the ways in which Styron's oeuvre leaves readers full of the characters' sorrow at the same time as they launch readers back into the sweet joys of

recovering into life. Texts include his four major novels, at least four novellas or collections of short stories and other writings, and his memoir of depression; I will provide the biographical and other backdrops we need to enhance our understandings of the texts. The immersion into one writer's world will certainly enrich our own, and we will emerge from Styron's fictional universe with new ways to understand the beginning of the twenty-first century.

Satisfies General Education Literature Requirement (Gp IB)

Honors Research/Creative Project

HONR 312.041 M 1:00-1:50

Richard England

Honors students complete a research or creative project in a 300-400 level course of their choosing (this does not have to be an honors course) and will present their research or creative project at a public symposium or conference.

One credit, pass/fail.

Honors Thesis Preparation

HONR 490.041

Lucy Morrison

In Honor 490, before students begin work on their thesis, students select a thesis committee comprised of a thesis director (mentor) and two readers. The mentor and one reader are chosen from the student's major department. The other reader is selected from faculty in one's school. Additionally, students do preliminary research on their topic and write a two-page prospectus (which must be approved by their committee) describing what they hope to accomplish in their thesis. In addition to meeting as necessary with their mentor, students will meet together regularly with the Honors program liaison to discuss progress and problems.

One credit, pass/fail.

Honors Thesis

HONR 495.041 TBA

Richard England

The Honors thesis is a three or four credit, focused, in-depth project in one's major field. What distinguishes an Honors thesis from a research paper in a regular classroom is the willingness of the student to go beyond the classroom and to assume the responsibilities associated with commitment to scholarship.

Prerequisite: Completion of HONR 490

Corequisite: Honors 496-041

SPRING 2011

SPRING BREAK ABROAD

London and the Lakes

HONR311/ENGL399

Lucy Morrison

In this course we will undertake a study of one of the central fissures of early-nineteenth century British literature: the city and the country. The Romantic Period saw the emergence of the "Lake Poets" as a cohesive group and also of the "Cockney" School of poetry—that opposition of style, subject, and geographical location will be central to the course. We will begin our reading in the city of London with William Blake before moving to the country with William Wordsworth and Samuel Taylor Coleridge. We will travel with Jane Austen from country to city life before examining how John Keats endeavors to find nature at London's edge. We will end with Charles Dickens' *Oliver Twist*, exploring how the city 'corrupts' a country boy and how the Victorian age sees literary progressions into social territories. We will spend a traditional half-semester in formal classes at Salisbury University before traveling to the U.K. for spring break in order to examine and explore many of the environs depicted in the texts under consideration. Students will

be required to read and write while overseas; there will be limited free time. A separate packet of assignments for the abroad portion of the class will be provided to all students before departure, along with mandatory orientation sessions and paperwork being required.

Upon our return, we will reconvene in traditional classes to reflect upon what we have learned and can conclude about nature and the urban environment as they impact a variety of early-nineteenth century texts. We will also complete our reading and discover the differences of having already visited the scenes of the texts we're then exploring.

NOTE: This course includes a required Study Abroad experience for an additional fee of approximately \$2,000, with a deposit of \$250 required during registration.

Prerequisite: C or better in ENGL 103/HONR 111.



Thomas E. Bellavance Honors Program



Course Offerings For

Fall Semester

2010