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## Issues in Social Sciences:

### *Regulating Sex in Nineteenth Century America*

HONR 112.041 TR 2:00-3:15pm

Sarah Case

This course will analyze attempts to define boundaries of sexual behavior, both by law and social pressure, between the late eighteenth century and the end of the nineteenth century. We will consider how political, ideological, and cultural beliefs influenced sexual behavior and beliefs about sexual propriety. We begin with the decline in fertility that coincided with the American Revolution and consider the links between these two events. As we move into the nineteenth century we examine attempts to regulate or prohibit abortion, contraception, prostitution, desertion, bigamy, "free love," and the age of consent, as well as resistance to those attempts at regulation. We conclude with the Comstock laws of the 1880s, designed to prohibit pornography, abortion, and contraception, and the ramifications of those laws on American society. Our readings will include scholarly studies as well as sources from the time period.

*Satisfies a Group III-B requirement.*

## Issues in Social Sciences:

### *Nature's Image: Conceptions of Nature from the Ancient Greeks to the Enlightenment*

HONR 112.042 TR 12:30-1:45pm

Charlotte England

In the early years of this brave new century, the world is growing a little bit greener. The environmental movement, rooted in twentieth century science and nineteenth century Romanticism, is growing apace. But the problem and the promise of our relationship to the natural world is not just a modern phenomenon. This class sets out to understand some of the ways that people understood Nature before the early modern period. Exploring a variety of Classical, Medieval and Renaissance texts we will ask how thinkers accounted for Nature and our relationship to it. We will encounter philosophy (by Plato), poetry (by Virgil, Chaucer and others), alchemy (by Paracelsus) and theology (by St. Basil the Great and St. Augustine) as we journey to an understanding of Nature's images. Expect to travel

through golden ages, howling wildernesses, the glories of Creation and the first, second and third natures of Renaissance Italy. Learn about early struggles to categorize natural phenomena, and quests for the philosopher's stone. We will be exploring an array of metaphors whose implications will surprise, delight and challenge us as we rethink that most fundamental of relationships—man and/vs. nature.

*Satisfies a Group III-B requirement.*

## Issues in Social Sciences:

### *Thinking Animals*

HONR 112.043 MWF 11:00-11:50am

Grace Clement

What separates the human from the non-human animal? And what do we share in common? In Western thought, humans have long been defined in opposition to animals, such that humans are regarded as essentially rational, free beings, while animals are regarded as irrational, even mechanical, beings. This human/animal dichotomy has been called into question in recent years, but questions about animal experience remain difficult to answer without anthropomorphic projections. How can we know whether animals have minds or emotions? How can there be thought without language? Are animals moral agents? The breakdown of the human/animal dichotomy also raises questions about human nature. In what ways are humans animals? What, if anything, can we learn from animals about how to live? We will explore these questions in an interdisciplinary way, with readings in social science, philosophy, literature, and natural science.

*Satisfies a Group III-B requirement.*

## Issues in Social Sciences:

### *Lost Generations: Cultural Reverberations of War in the Modern Age*

HONR 112.044 TR 5:30-6:45pm

Joan Wallace

What must it have been like to have emerged from World War I into a world familiar and yet irrevocably altered? This course will examine the ways in which WWI

impacted the lives of those who survived or followed it. The political and social atmosphere of the Western world following World War I served to define cultural modernism in terms of how people saw themselves in relation to their seemingly once-knowable cosmos. William Faulkner identified modern man as being "caught between a past that has no reality for him and a present whose reality he rejects." This course will study the impact of the "Great War" on the original "Lost Generation" --caught in cultural limbo-- through an examination of the literature, art, music, and cinema of the day. Ultimately, we will draw parallels with the culture of post-9/11 America—are you in danger of also becoming a "Lost Generation"?

*Satisfies a Group III-B requirement.*

## Issues in Natural Sciences:

### *The Hitchhikers' Guide to the Solar System*

HONR 212.041 MWF 1:00-1:50pm

Joseph Howard

Our place in space is much more interesting than most anyone realizes, full of awe inspiring vistas, hugely energetic events, and fascinatingly home to living organisms that are able to explore, ponder, and theorize about all the natural phenomena around them. Let's take a journey to some of the most powerful, mysterious, and beautiful places in our solar system. Touring the solar system can provide us with imagined opportunities to go mountain biking down the Tharsis volcanoes and hang gliding off the sheer cliffs of Valles Marineris on Mars, kayaking on the methane lakes and rivers of Titan, ballooning in the hurricane-like storms on Jupiter that are nearly 3 times larger than Earth, deep sea diving miles below the oceans to discover incredible geologic activity and unexpected life-forms, glacier hunting in the braided rings of Saturn, swimming through the terrifyingly toxic atmosphere of Venus, or just patiently hanging out with deep thoughts in the blue-green clouds of a gas giant watching a 42 year sunset.

Are you interested? Of course you are. But, Don't Panic! The Hitchhiker's Guide will start with current theories on the nature, formation, and evolution of the sun and solar system, make stops at each planet and many moons,

while pausing along the way to examine any interesting chunk of debris so that we can hop, skip, and randonné across our local neighborhood of space and time. Once the course is finished, you will hopefully gain a perspective on your life, the universe, and everything. Oh, and don't forget your towel on this mostly harmless adventure.

*Satisfies a Group IV-B requirement.*

## Issues in Natural Sciences:

### *Biodiversity and Citizen Science*

HONR 212.042 MWF 9:00-9:50am

Ronald Gutberlet

In 1949, Aldo Leopold--iconic biologist, outdoorsman, and writer--recognized the value of citizen science for fostering a conservation ethic among a growing human population. Modern citizen science uses online databases and thousands of amateur volunteers to capture information on hemispheric and even global scales. Analyses of these databases allow scientists to track migration patterns of individual species in real time, identify range expansions and contractions, and model the effects of climate change on populations and species. Beyond their scientific value, citizen science programs typically welcome and educate beginners, provide service opportunities, and create community among nature enthusiasts. We will explore ideas about biophilia and nature deficit disorder, study the current state of Earth's biological diversity, learn how scientists study and describe the diversity of life, track the development of citizen science programs into the modern era, and even participate in one or more citizen science projects during the semester.

*Satisfies a Group IV-B requirement.*

## Interdisciplinary Seminar:

### *Young Adult Literature*

HONR 311.041 TR 12:30-1:45pm

Ernie Bond

Books for young readers are often investigated as literature, as art, as teaching tools, and as cultural artifacts. In the past two decades, literature for tweens and teens has surged into a thriving industry that both helps shape

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and at the same time reflects our multifaceted society. Students will read and respond to a wide range of books for young adults. A number of critical lenses will be applied to the literature teens read. Students interested in creative writing, literary theory, visual arts, ethnography, media literacy, or comparative literature will be encouraged to design research to suit their interests.

In the class, students will work hands-on with our collection of close to 10 thousand recent children's and Young Adult books from around the world. There will also be the opportunity to meet with authors and illustrators at the 2011 Children's and Young Adult Literature Festival, including the winners of the Green Earth Book Awards (national award for books which inspire environmental stewardship).

### **Interdisciplinary Seminar:**

*London and the Lakes*

**HONR 311.902 MW 2:00-3:15pm**

**Lucy Morrison**

In this course we will undertake a study of one of the central fissures of early-nineteenth century British literature. 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 read works by William Blake, William Wordsworth, Jane Austen, Charles Dickens, and many others, all from the first half of the nineteenth century.

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

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

*Satisfies a Group I-B literature requirement.*

### **Interdisciplinary Seminar:**

*The Chemistry and Culture of Cooking*

**HONR 311.043 TR 11:00-12:15**

**Miguel Mitchell**

How do you make bread? Why does chocolate make some people happy? Why does fish taste better with a little lemon juice? If you are curious about food, its origins and powerful influence over us, and you want to create wonderful flavors with the world's pantry, join us in this seminar. This course explores the history, social significance, and chemical composition of food and the chemical and physical changes that accompany various modes of cooking food. We will explore the types of chemical compounds found in food and explain their biochemical activities; basic chemical concepts such as molecular structure, bonding, intermolecular forces, and acid-base chemistry will be covered. In the kitchen we will investigate both the mundane and the exotic, challenging our mouths and our noses with a broad spectrum of aromas, textures, and tastes. There will be food preparation, including proper food handling, baking pastries, experimenting with savory/sweet/acid flavor combinations, and making custards. In addition, we will learn the remarkable stories about the discovery and invention of different foods and their transformative effects on human culture.

### **Interdisciplinary Seminar:**

*Knowledge and Power: Thinking about the Past and Future of Energy*

**HONR 311.044 TR 9:30-10:45am**

**Richard England**

America uses the most energy per capita of any nation: as fossil fuel supplies dwindle and the consequences of their consumption threaten disaster, what is to be done? This class will investigate how energy has shaped human culture, from prehistoric farming to the climate crisis of the new millennium. We will connect topics as diverse as colonialism, labor policy, tourism and theology; and read experts in fields as different as thermodynamics, sociology, and the history of technology. Naturally our approach will be episodic rather than comprehensive! Moving to present

discussions, we will consider the challenges of developing sustainable energy policies. With the benefit of historical perspectives, we will think about the ethical, existential, and practical aspects of our evolving relationship with energy.

### **Honors Research/Creative Project**

**HONR 312.041, W 12:00-12:50pm**

**Lucy Morrison**

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, TBA**

**Richard England**

With the guidance of the Honors Program Director, students consider thesis topics and possible mentors in their major. They do preliminary research on their topic and write a 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 Director to discuss progress and problems. (One credit, pass/fail.)

### **Honors Thesis**

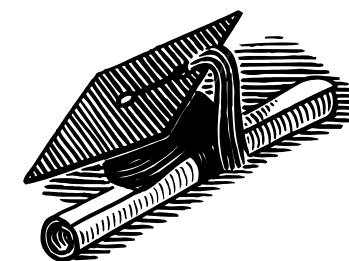
**HONR 495-041, TBA**

**Lucy Morrison**

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.

*Prereq: Completion of HONR 490; Coreq: Honors 496-041*

**Salisbury**  
UNIVERSITY



# **Thomas E. Bellavance Honors Program**

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**Course Offerings For**

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**Spring Semester**

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**2011**

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