



**COURSE  
OFFERINGS**



**SPRING  
2019**

# SPRING 2019 SCHEDULE | COURSE OFFERINGS

## **HONR 111.041**

### **Critical Thinking and Writing**

Lauren Hill • MWF 9-9:50 a.m. • AC301

This first-year experience course for Honors College students examines the process for developing research questions and exploring opportunities available to Salisbury University students for conducting undergraduate research. Students will explore University library resources, participate in community engagement projects and present their research in a conference-like setting.

**Meets General Education IA**

## **HONR 112.041**

### **On the Edge: Poverty in America**

Stacia Kock • T/TH 9:30-10:45 p.m. • AC301

This class explores the complex realities shaping experiences of poverty today by examining various social and political institutions such as public policy, popular media, the family and the workplace. Collectively, we explore questions such as: How do we define and measure poverty?; How do areas of identity such as gender, race, age and nationality intersect with economic inequality?; How is poverty connected to larger social justice dialogues in American society?; and What social and political messages inform experiences and understandings of poverty in 2019?

**Meets General Education IIIB or IIIC**

## **HONR 112.042**

### **Explorations of the Body**

Stacia Kock • T/TH 2-3:15 p.m. • AC301

How are bodies shaped by social and cultural forces, both visible and invisible? How might we manipulate our bodies to send messages about power and belonging? How do media representations reinforce or subvert ideas about 'normal' bodies? This course addresses these questions by examining the physical body as an extension of personal identities and a product of complex processes like objectification, commodification and medicalization. Using primarily a sociological perspective, the course considers how constructions of sex, race, gender, sexuality, age and ability shape bodily experiences like pregnancy, being an athlete, illness and tattooing.

**Meets General Education IIIB or IIIC**

## **HONR 211.041**

### **Terrorists or Troublemakers: The European Enlightenment**

Andrew Martino • T/TH 12:30-1:45 p.m. • HO105

This course introduces students to the central texts and authors of the Enlightenment. Readings in science, politics, literature, philosophy, religion, sociology, art and other subjects serve as entries to the wider issues of the period and our own. Enrollment preference given to students in the Communicating Science in a Changing World LLC.

**Meets General Education Group IIIA or IIIB**

## **HONR 211.042**

### **Political Arguments Alive!**

Lauren Hill • MWF 10-10:50 a.m. • AC301

In this class, we study Aristotle and Cicero to understand the structure and art of American political speeches. We start by examining how figures such as Abraham Lincoln, Martin Luther King Jr. and John F. Kennedy set the stage for Bill Clinton, George W. Bush and Barack Obama. In the second half of the semester, we explore how political language infiltrates everyday life, music, advertisements and

marketing, billboards, television, film, clothing, art, sports, and more. By analyzing the language of politics, we begin to understand how politics are alive in our everyday lives.

**Meets General Education Group IIIA or IIIB**

### **HONR 211.043**

#### **Engaging the Community Through Journalism**

Jennifer Cox • M 3:30-6:16 p.m. • HO105

This class serves as an introduction to journalism, focusing on the ways in which reporters produce news in response to community needs. The class is aimed at enhancing media literacy and developing a greater understanding of the creation of news. This course emphasizes community engagement, as students work with community members to collect and answer their questions. You complete readings, critiques, writing assignments and reporting exercises throughout the semester. Enrollment preference given to students in the Art, Science and Community Development LLC.

**Meets General Education Group IIIA or IIIB**

### **HONR 212.041**

#### **Where Have All the Honey Bees Gone?**

Jessica Walter • MWF 11-11:50 a.m. • AC302

This course introduces students to factors leading to the decline of feral and managed honey bee populations in the United States. Topics covered include honey bee anatomy, health and basic hive management. The course includes demonstrations with live honey bees.

**Meets General Education IVB**

### **HONR 212.042**

#### **Renewable Energy**

Kristen Lycett • T/TH 3:30-4:45 p.m. • AC302

Renewable energy is an important tool for balancing human development and environmental sustainability. As the human population continues to grow, so do energy needs. This course explores how different countries around the globe meet this increasing demand through the use of renewable energy, how it is collected and distributed, the pros and cons of various collection methods, and the (often ignored) environmental impact of renewable energy. In addition, students learn what their energy portfolio looks like and ways in which we can shift renewable energy production in the United States.

**Meets General Education IVB**

### **HONR 212.043**

#### **Ecological Restoration**

Kristen Lycett • F 1-3:30 p.m. • HO105

As humans begin to realize the impact of their actions and lifestyles on the planet, such as human-induced climate change, there is a growing interest in the restoration and preservation of natural ecosystems. The practice of ecological restoration can help alleviate these impacts but requires an understanding of the current state of the system, its natural function and knowledge of the organisms present in the original system. Through this course, students learn about the processes involved in ecological restoration through class readings and discussions, as well as field trips to see local restoration projects right here on the Eastern Shore of Maryland. In addition, this course explores how we use and preserve natural spaces and how this relates to restoration and land management.

**Meets General Education IVB**

### **HONR 311.041/ENGL 349.01H**

#### **Old Norse Literature in Translation**

T. Ross Leasure • T/TH 12:30-1:45 p.m. • TE378

We read and study representative literary works deriving from the Northern Germanic pre-Christian medieval tradition of the Vikings who spoke and wrote in Old Norse, as well as selected prose works

from post-conversion Iceland, namely the family sagas. Our study also includes reading about and discussing aspects of medieval Scandinavian history, culture and archaeology specifically relating to the marauders and colonizers called the Norsemen. This course especially concentrates on the mythography and saga literature of Iceland originating around 1000 C.E., but in most cases not recorded until the 13th century. Students complete a research project as part of the fourth-credit enhancement, unless those who apply to do so through the Center for International Education participate in the study abroad seminar in Iceland in May shortly after final examinations. This study abroad option involves a week touring the important saga sites in southwest Iceland, visiting a number of cultural centers and archaeological exhibits, as well as taking in the natural beauty of the country's many wonders like black sand beaches, basaltic cliffs, geysers, volcanoes, glaciers, lava fields and waterfalls.

**Meets General Education IB**

### **HONR 311.043/BUAD 338.01H**

#### **Business Growth and Development**

Richard Hoffman IV • T/TH 12:30-1:45 p.m. • PH373

The focus of this class is on gaining an understanding of economic freedom, its antecedents, its components and its consequences. In conjunction with the study of the components of economic freedom, deterrents to economic freedom also are explored. A key element of the course is an examination of economic freedom and in various countries. This is a hybrid class. As such, much work is done outside of the formal classroom. Information, assignments, readings, discussions, etc. throughout the semester are posted on the class website on MyClasses. It is important to engage with this site frequently (several times a week). You also need to access your Salisbury email frequently.

### **HONR 212.044**

#### **Exercise is Medicine**

Timothy Werner • M/W/F 12-12:50 p.m. • AC302

This course seeks to uncover the truths and myths of exercise among the spectrum of human conditions, including healthy children and adults, as well as individuals suffering from chronic disease. Best strategies for improving health, developing athletic capabilities and controlling body weight are discussed. The efficacy of several exercise models also are evaluated and compared against conventional medical interventions for common chronic diseases. Students are required to question current controversies, develop scientific presentations and participate in clinical research at Salisbury University.

**Meets General Education IVB**

### **HONR 311.044**

#### **The Past, Present and Future of Maryland's Blue Crab**

Kristen Lycett • T/TH 11-12:15 p.m. • AC302

The blue crab, *Callinectes sapidus*, is an important crustacean species along the Atlantic coasts of North and South America. However, as the state shellfish of Maryland, the blue crab has played a unique role in the economy and culture of this state. From fisheries management and crustacean ecology, to local economics and culture, this course covers the influence of the blue crab and contemplates what the future looks like for this delicious invertebrate.

### **HONR 311.045**

#### **Aging Reexamined, Reimagined**

Mary DiBartolo • M/W 4:30-5:45 p.m. • AC301

Given the current demographic trends in the United States with the aging of the population (AKA the "graying of America"), this course explores the various complex issues affecting older adults. Topics for discussion and reflection include theories of aging, physical and psychosocial effects of the aging process, myths of aging and ageism, the concept of successful aging, as well as pertinent healthcare concerns. Other topics addressed are those related to the "losses" of aging, mental health issues (including the prevalence of depression and addiction in this population), elder abuse, ethics surrounding end-of-life decision-making, and the impact of aging Baby Boomers on the marketing of products, the healthcare system and society overall.

**Meets the requirement of nursing elective for pre-nursing students and those in the Nursing Program.**

## **HONR 311.046/HIST 341.01H**

### **Modern Africa: History and Contemporary Issues**

**Joseph Venosa • MW 2-3:15 p.m. • AC302**

This course is designed to introduce students to the cultures and peoples of Africa and to provide an overview of the most critical historical and cultural developments on the continent from the early 19th century to the present day. This class also seeks to challenge our conceptions of what constitutes “history” and historical knowledge by examining how different African societies have quantified history on their own terms. As a class, we engage in many of the critical debates concerning major historical events and periods in African history, including such broader themes as state centralization, the Scramble for Africa, colonialism, nationalism, national liberation struggles, neo-colonialism and globalization.

**Meets General Education IIB**

## **HONR 312**

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

The Honors Research/Creative Project may be interpreted in one of three ways: Students may take a research or creative project that was initiated in a previous academic course and expand upon it under the guidance of a faculty mentor; Student may begin independent/guided research on a new project with the intent to continue beyond the credited semester; or, Students may take HONR 312 concurrently with another course in which they are enrolled and work with the instructor to complete an additional assignment. Students must select and successfully complete the initial terms/proposal of the HONR 312 contract by the end of the previous semester in order to be enrolled in the course.

## **HONR 490.041**

### **Thesis Preparation**

**Lance Garmon • M 4-4:50 or M 5-5:50 p.m. • AC302**

In HONR 490, students begin work on their theses and select a thesis committee comprised of a thesis advisor 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 conduct 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 mentors, students meet regularly with the instructor to discuss progress and problems. Students should plan to enroll in HONR 490 during a semester prior to completing the actual thesis.

## **HONR 495**

### **Honors Thesis • TBA – Individual Faculty Mentors**

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 assume the responsibilities associated with commitment to scholarship.

## **HONR 496.041**

### **Honors Thesis Consultation**

**T 4-4:50 p.m. or T 5-5:50 p.m. • AC301**

This series of workshops is designed to aid students during the semester in which they are finishing their thesis research. Students are required to attend all sessions and submit their Honors Thesis to the Honors College for fulfillment of their Honors requirements.

## **IDIS 280.01H**

### **Special Topics in Applied Leadership**

**Ryan Weaver • M 12-1:30 p.m. or M 2-3:30 p.m. • HO105**

What if the pervasive tension of change was a good thing for organizations and leaders? This course takes a broad look at the dynamics of organizational culture, organizational change and organizational efficacy through the lens of a narrative approach to leadership. Students build on the lessons of their personal leadership narrative to incorporate experiential aspects of organizational leadership and the necessity of strategic individual growth. Students define observable and repeatable characteristics of organizational leadership and are equipped to recognize the dynamics of organizational culture through collaboration with a local nonprofit organization. By the end of this course, students explore and communicate a narrative approach to organizational leadership, and develop interdisciplinary skills for assessing and leading an organization through the crisis of change.

**Enrollment preference given to students in the Sophomore LLC.**

## **FTWL 106.01H**

### **Lifelong Fitness and Wellness**

**Susannah Taylor • T/TH 9:30-10:45 a.m. • AC302**

The Lifelong Fitness and Wellness class covers topics including the components of fitness, nutrition, chronic disease prevention, social relationships and stress management within the framework of the dimensions of wellness. Students have the opportunity to critically evaluate and discuss current research related to the ever-changing fields of health and wellness. Aside from covering the topics in a global sense, students take an inventory of strengths and areas in need of improvement in their current lifestyle and participate in assignments and activities designed to promote wellness. Students also have access to a University-supplied heart rate monitor/activity tracker for use throughout the semester.

Enrollment preference given to students in the Food and Culture LLC.

**Meets General Education V**

## **ECON 211.03H**

### **Fundamentals of Microeconomics**

**Brian Hill • T/TH 12:30-1:45 p.m. • PH251**

Choice is the unifying feature of all things that economists study. The topic of this course, microeconomics, is specifically dedicated to understanding how individual economic agents (including individuals, households, firms and governments) make choices and how these choices affect society. In this class, we learn the foundational theories that economists use to explain how choices are made and what impact the choices have on society. We also discuss how economists use empirical methods to test findings of theoretical models. In addition to learning about the tools that economists use to understand human behavior, we also learn how to produce scholarly economic research. This includes the development of a relevant policy question, an examination of scholarly research on the question, the collection of data and the use of statistical software for basic analysis.

Enrollment preference given to students in the Business and Entrepreneurship LLC.

**Meets General Education IIB or IIIC**

## **BIOL 215.01H (LEC)**

### **Anatomy and Physiology I**

**Claudia Morrison-Parker • MWF 10-10:50 a.m. • HS211**

## **BIOL 215.11H (LAB)**

**Jeremy Corfield • T 8-10:30 a.m. • HS 253**

## **BIOL 215.12H (LAB)**

**Claudia Morrison-Parker • W 3:30-6 p.m. • HS253**

This course introduces the cells, tissues and organs that make up the human integumentary, skeletal, muscle, nervous systems. The course is not lecture driven, but it takes a problem-based learning approach, involving student research groups and group presentations. We delve into the molecular components of cells to understand how cells achieve their function in the context of tissues and organs, and how those components can be manipulated clinically. Forensic and contemporary literature in anatomy will be discussed. Three hours lecture and three hours laboratory per week. Enrollment preference given to students in the Caring About Healthcare LLC.

**General Education IVA or IVB. Recommended Prerequisites: BIOL 101 or 213**

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*The following MGMT 320 and BUAD 300 courses are open only to upper-classmen who are participants in the Business Honors Program.*

## **MGMT 320.01H**

### **Management and Organizational Behavior**

**Kayla Follmer • MW 10:30-11:45 A.M. • PH348**

Study the general nature, behavior and functions of organization and management in business. Emphasis is on planning, organizing, leading, motivating and controlling. Major Prerequisite: Admission to the Professional Program. Corequisite BUAD 300.

## **BUAD 300.01H**

### **Personal and Professional Development for Business (Workshop)**

**Kayla Follmer**

Introduces the skills, abilities and knowledge related to functioning in a professional business environment. Focuses on developing those skills considered important by employers as well as familiarizing students with the ABLE graduation requirement. Sessions vary in duration, depending on the activities involved, which are subject to change. Writing assignments and mandatory attendance at all events. Prerequisites: Business major and admitted to the Professional Program. Corequisite: MGMT 320 (if MGMT is taken in summer or winter, student participates in BUAD 300 the following semester).

**Hours per week vary.**



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