



SPRING
2022



COURSE OFFERINGS

SALISBURY UNIVERSITY
CLARKE
HONORS
COLLEGE
MORE THAN A MAJOR

SPRING 2022 SCHEDULE | COURSE OFFERINGS

HONR 111.041 [2745]

Critical Thinking and Writing: Ethics in the Information Age

Heather McCarty • MWF 9-9:50 a.m. • HO 105

This first-year experience course for Clarke Honors College students examines the process for developing research questions and exploring the opportunities available to Salisbury University students for conducting undergraduate research. Course sections are centered on a theme, so that students can focus their studies on a common topic. This Honors 111 theme focuses on contemporary ethical issues relevant to our “information age” in which ideas and reactions spread faster than events can be digested. Special topics include technology and data privacy, bioethics and the pandemic, and individual autonomy and communal responsibility.

Meets General Education IA

HONR 111.042 [2994]

Critical Thinking and Writing: Avatars Among Us: Experience and Identity in Social Media

Heather McCarty • MWF 10-10:50 a.m. • HO 105

This first-year experience course for Clarke Honors College students examines the process for developing research questions and exploring the opportunities available to Salisbury University students for conducting undergraduate research. Course sections are centered on a theme, so that students can focus their studies on a common topic. This Honors 111 theme focuses on psychology and media, with a specific focus on the benefits and limitations of social media. Students study the role of media in developing their self-identities and mediating their experiences, both individual and communal. Course readings include special topics such as avatar representation, online dating, political trends on social media and 24-hour news consumption.

Meets General Education IA

HONR 111.043 [3853]

Critical Thinking and Writing: Biodiversity and Climate Change

Jennifer Nyland • TR 11 a.m.-12:15 p.m. • AC 301

This first-year experience course for Clarke Honors College students examines the process for developing research questions and exploring the opportunities available to Salisbury University students for conducting undergraduate research. Course sections are centered on a theme, so that students can focus their studies on a common topic. This Honors 111 theme focuses on global climate change, with specific attention to the impacts of climate change on vulnerable ecosystems such as the Chesapeake.

Meets General Education IA

HONR 112.041 [2479]

Issues in Social Sciences: Arguments of Education

Lauren Hill • TR 9:30-10:45 a.m. • HO 105

Are U.S. public schools lagging behind internationally? What is “college-readiness” and why is it so great? What’s the difference between NCLB, Common Core and Every Student Succeeds Act? How does universal Pre-K work? These questions and more are central to stakeholders and policy makers in education. These questions also keep top decision makers defending, blaming and hanging on for life, all while the next generation of learners wait for the best education possible. This course examines some of the heated debates in education by exploring speakers, audiences, content, context and language. Understanding the rhetoric of education might just be one of the keys to making generations of learners more fulfilled.

Meets General Education III B or III C

Enrollment preference given to students in the Sophomore LLC program

HONR 112.451 [2995]

Issues in Social Sciences: The Psychology of Science, Pseudoscience and Truthiness

Lance Garmon • TR 2-3:15 p.m. • AC302

Have you ever wondered why you “know” what you know to be true? Or why others seem to “know” something that is so obviously wrong? This course focuses not on which beliefs and facts are actually “right” and true, but instead discusses the processes we all use to develop our opinions and beliefs. This includes our beliefs about what makes it unique to develop a sense of identity if you become an adult during the 21st century. The field of psychology can explain how we develop many of our beliefs, even pseudoscientific beliefs that exist without empirical support. Students from all areas and majors are required to lead the class in a discussion of their own selection.

Meets General Education IIIB or IIIC

Enrollment preference given to students in the Identity in the 21st Century Freshman LLC

HONR 211.041 [2480]

Issues in Humanities: The Stories We Tell: Activism in America

Lauren Hill • TR 11 a.m.-12:15 p.m. • HO 105

Summer 2020 erupted with Black Lives Matter, and that activism reignited critical discussions in U.S. political and social landscapes. In this course, we explore activism in America’s past and present by studying immigration, race, gender, sex, work and the environment, among other topics. We explore how context, audience and language shape stories of identity, power and public discourse, and how those stories inform history and our relationship to each other today.

Meets General Education IIIA or IIIC

HONR 211.451 [2996]

Issues in Humanities: American Identity Through Vulnerable Communities

Heather McCarty • MWF 12-12:50 p.m. • HO 105

In 21st century America, immigrants, ethnic minorities and other marginalized groups find resilient ways to build their communities in increasingly uncertain times. This course explores the identities and social strategies of vulnerable communities throughout the U.S. and the Eastern Shore, investigating what makes these communities stronger despite difficult challenges. Through fiction, autobiographical works, artwork and current events, students analyze American identity and see how the arts and civic engagement are crucial for community-building at the local level.

Meets General Education IIIA or IIIC

Enrollment preference given to students in the Community Development Through the Arts and Sciences Freshman LLC

HONR 212.451 [2481]

Issues in Natural Sciences: The Science of Science Fiction

Joshua Sokoloski • MW 3-4:15 p.m. • AC 302

The American public’s view of science is immensely shaped by what they see in popular culture, from superhero blockbusters to police procedurals. But how accurate is the depiction of science in fiction and creative media, and how do they shape public policy and opinion? The theme of this course is the science of plagues and pandemics and how they have been depicted in science fiction. Particular works of science fiction involving pandemics include *World War Z*, *The Last Man*, *Contagion*, *Children of Men*, *Outbreak*, *The Andromeda Strain*, *The Expanse* and others.

Meets General Education IVB.

Enrollment preference given to students in the Stories We Tell Freshman LLC

HONR 212.042 [3856]

Issues in Natural Sciences: Nuclear Energy: Yesterday, Today and Tomorrow?

Seth Friese • TR 9:30-10:45 a.m. • AC 301

As world leaders continue to struggle over how to address the world's energy demand while determining how to minimize humans' impact on the environment and humankind, a topic that keeps coming back into the consideration is the role of nuclear energy. Even though several countries have stated their goal to cease using nuclear energy in the years to come, other countries are looking to increase its use. With the fate of nuclear energy tied so directly to the state of human perception and governmental agencies, to look to the energy solutions of tomorrow we must first examine not only the perceptions and policies of today but also the history of why those policies exist. Only then, by knowing the scientific principles behind the technology, are we able to look ahead to what can be possible.

Meets General Education IVB

HONR 311.041/ENGL 300.01H [3830]

Interdisciplinary Seminar: Gay American Fiction

T. Ross Leasure • MW 3-4:15 p.m. • AC 301

The 20th century in the United States sees the coalescence of a new identity category based upon its divergence from heteronormativity, that of the homosexual or "gay" man. Out of the psychiatric study of so-called sexual pathologies in the late 19th century, such a figure was created, and as many men recognized in themselves the realization of this new understanding of selfhood, some explored the state, condition and experiences of men who loved other men in an American milieu characterized by the denial or denigration of those who did not conform. This course examines representative novels by and about gay men from the turn of the century to the decades bracketing the Stonewall Uprising in New York City in 1969. Authors may include Edward Prime-Stevenson, Truman Capote, Gore Vidal, Edmund White, John Rechy, James Baldwin, James Herlihy and Christopher Isherwood.

Meets General Education IB

HONR 311.042 [2999]

Interdisciplinary Seminar: Public Health Law

Sherry Maykrantz • TR 2-3:15 p.m. • AC 301

This four-credit course focuses on the use of legal tools to improve the public's health, taking a transdisciplinary approach to public health law and conceptualizing public health law as a process through which coalitions of lawyers, scientists, public health practitioners and others work collaboratively to develop, advocate for, implement, and evaluate evidence-based legal reforms and interventions to prevent disease and reduce injuries. The transdisciplinary approach emphasizes that the entire process of legal change – from researching potential policy approaches to evaluating the effectiveness of legal interventions – requires careful examination and that each part of the process necessarily involves transdisciplinary collaborations.

HONR 311.043 [3910]

Interdisciplinary Seminar: International Law and Practices and the UN

Brittany Foutz • TR 12:30-1:45 p.m. • AC 301

This course allows students to obtain a deeper understanding of the workings of the UN. The course has a hands-on approach to the work of the UN by making use of real material produced by the UN, such as resolutions, reports, investigations and judicial decisions through Foutz's close access to working with the UN. The main emphasis of the course is on monthly simulations.

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; a 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 Honors 312 contract by the end of the previous semester in order to be enrolled in the course.

HONR 490.041 [3445]

Thesis Preparation

Lauren Hill • T 5-5:50 p.m. • HO 105

In Honors 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/program. 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 [3447]

Honors Thesis Consultation

Andrew Martino • T 5-5:50 p.m. • AC 301

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 Clarke Honors College for fulfillment of their honors requirements.

BUSINESS HONORS COURSE OFFERINGS

ACCT 248.001H [1623]

Legal Environment

Michael Koval • MW 12-1:15 p.m. • PH 371

COVID-19 has turned our world-upside down, and the effects on business and society will be long-lasting. In addition to the usual content of this course, outlined here, the class uses the pandemic to explore how fundamental legal principles are being adapted, stretched and applied when such a cataclysmic event occurs. You work in teams to explore and explain the various legal issues and disputes that are resulting from the pandemic that encompass almost all aspects of business operation. Upon successful completion of this course, you understand how our legal system shapes, enables and restricts not only the internal operations of businesses, but also the relationships among businesses and between business and society. You gain a basic

understanding of those areas of law that affect business managers daily, including contract, tort, constitutional, criminal, agency and employment law. You also understand how our legal system operates and discover how lawyers and judges use critical thinking and analysis to apply the law to the facts of business disputes. Finally, you are presented with the current legal controversies that face the court today and given the opportunity to develop and demonstrate critical thinking skills required for legal analysis.

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

MGMT 492.008H [3622]

Strategic Management

KwangWook Gang • MW 3-4:15 p.m. • PH 373

This course helps you to understand how firms gain and sustain competitive advantage, to analyze strategic business situations and formulating strategy, and to implement strategy and organize the firm for strategic success. Strategy involves the coordination and integration of the efforts within the different functional areas of an organization for dealing with an uncertain future. This comprises formulating a business strategy for each individual unit of the firm, formulating a corporate strategy and implementing these strategies. Strategy formulation involves understanding the business the firm is in, determining how to position the strategic unit within this business environment and developing the capabilities to compete, but also to cooperate, in this environment. The honors section of MGMT 492 is a writing, project and discussion-intensive course. Students are expected to spend 8-10 hours per week on the class beyond class time. Focus is on qualitative and quantitative data sources in addition to the given textbook. This course is designed to enhance students' critical thinking, undergraduate research and community engagement at an advanced level.

This course is only available to students in the Perdue School Business in their last semester before graduating.

MKTG 330.04H [1690]

Principles of Marketing Management

Aaron Johnson • TR 2-3:15 p.m. • PH 350

The objective of this course is to become familiar with the concepts and practices of marketing and subsequently learn how to make decisions in complex business and marketing environments. As an honors section, this course helps students develop effective written communication skills; develop effective oral communication skills; develop their ability to analyze and synthesize a broad range of material; understand how scholars think about problems, formulate hypotheses, research those problems and draw conclusions about them; understand how creative artists approach the creative process and produce and original work; and become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an issue or idea, while considering the consequences of their ideas, for themselves, for others and for society.

This course is only available to students who have been admitted to the Perdue School of Business Professional Program or who have completed 56 credit hours and one of the following courses with C or better: ACCT 248, BUAD 103, ECON 150, ECON 211, ECON 212.

HENSON HONORS PROGRAM IN SCIENCE AND MATHEMATICS COURSE OFFERINGS

MATH 155.001H [3738]

Modern Statistics with Computer Analysis

Theresa Manns • MWF 8-8:50 a.m. • HS 253

This course introduces descriptive and inferential analysis of raw data, emphasizing appropriate assumptions, use of technology and interpretation of results. The course covers the binomial, Poisson, uniform and normal distributions as well as modeling relationships with linear functions. Both parametric and nonparametric inferential methods are considered. Students gain an understanding of experimental design through two data analysis projects. Meets General Education IVB or IVC

BIOL 215.010H (LEC) and BIOL 215.011H (LAB) [2726]

Anatomy and Physiology I

Claudia Morrison-Parker • LEC: MW 2-3:15 p.m. • HS 154; LAB: 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. The course delves 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 are discussed.

Three hours lecture and three hours lab per week

Recommended Prerequisites: BIOL 101 or 213

Meets General Education IVA or IVB

Enrollment preference given to students in the Caring About Health Care Freshman LLC

BIOL 310.020H (LEC) and BIOL 350.021H (LAB) [1375]

Cell Biology

Jennifer Nyland • LEC: TR 9:30-10:45 a.m. • HS 261; LAB: M 2-4:30 p.m. • HS348

Cell Biology focuses on the structure and function of eukaryotic cells. Topics covered include enzyme kinetics, membrane transport, cell signaling, intercellular protein trafficking, cellular respiration, mitosis and meiosis, the cell cycle, and cancer. The laboratory section provides an inquiry-based setting where students optimize a series of experiments that explore fundamental cell biology questions, using a model system, the yeast *Saccharomyces cerevisiae*.

Three hours lecture and three hours lab per week

Prerequisites: BIOL 201 or BIOL 210, and CHEM 122

Please Note: *Course delivery may change based on faculty and campus needs. Students should reach out to the faculty member if they have concerns or questions.*



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