



FALL  
2022



# COURSE OFFERINGS

SALISBURY UNIVERSITY  
CLARKE HONORS COLLEGE  
MORE THAN A MAJOR

## **HONR 112.041 (4396)**

### **The Watershed Election – For Us, For You, and For the World?**

Todd Becker • TR 8-9:15 a.m. • AC 301

This course is designed for students from humanities to STEM, nursing to education and beyond. It's an explanation of the roots and expanse of the central conflict in America today. Meets General Education IIIB or IIIC

## **HONR 112.042 (5839)**

### **Psychology of Science, Pseudoscience and Truthiness**

Lance Garmon • MWF 3-3:50 p.m. • AC 302

Have you ever wondered why you “know” what you know to be true? Or why others seem to “know” something that 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. 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

## **HONR 212.041 (4397)**

### **Exercise Is Medicine**

Timothy Werner • MWF 10-10:50 a.m. • DH 327

This is an in-depth investigation of the acute and chronic exercise influences on common chronic diseases, including obesity, diabetes, hypertension, congestive heart failure, chronic obstructive pulmonary disease, asthma, cancer and many others. The course also evaluates current exercise models to enhance athletic performance and maintain health. Exercise treatment outcomes are explored and compared to modern medical interventions. And best practices with exercise prescriptions are discussed as well as other lifestyle modifications including behavioral and nutritional interventions when appropriate.

Meets General Education IVB

## **HONR 311.041 (4503)**

### **Controversial Conversations**

Alexander Pope • TR 9:30-10:45 a.m.

Conceptual analysis of how topics “tip” into or out of controversy. Interrogations of the most controversial topics in society, with particular attention to sites of controversy within our own lives. Application of practices to engage others around controversial topics in ways that build understanding and open avenues for collaborative action.

## **HONR 311.042/ENGL 300.01H (5711)**

### **Who Am I, Who Are We? Identity and the Atlantic Slave Trade**

James King • TR 11 a.m.-12:15 p.m. • AC 302

This course interrogates through fiction, non-fiction texts and travel to West Africa how events of centuries ago continue to impact people and persons in specific and telling ways, especially here in the west. Work begins with travel to Ghana, where participants follow the actual routes traveled by slave and slaver centuries ago, culminating in arrival at the slave castle Elmina on the coast. Beginning at Paga in the North, retrace these ancient routes with the hope of finding something of ourselves along the way. Mini-lectures and visits to culturally relevant destinations also are part of the course, as will visits to two national rainforests.

Meets General Education IB

## **HONR 311.043/HIST 215.003H (4700)**

### **Empathy and Dehumanization in the Post-Modern World**

Joseph Venosa • MWF 10-10:50 a.m. • AC 302

Since the mid-20th century, most of human society has experienced massive economic, social and technological changes that have challenged more traditional notions of how human beings should live, socialize, work and even experience and process basic emotions. This course looks at the fundamental paradox in which so many nations and cultures have embraced ideas of empathy, compassion and human rights while also building a modern world on the contradictory notions of materialism, bureaucratic indifference, and the devaluing of individual and communal life. As a history-centered course, this class examines various case studies and historical episodes while also using an interdisciplinary lens to understand these modern developments.

Meets General Education IIB

## **HONR 312.151 (5844)**

### **Honors Research/Creative Project: Controversies in a Democracy**

Ryan Weaver • M 7-8:30 p.m. • TE 153

In this one-credit class, faculty from different departments and a variety of disciplinary perspectives engage the topic of “Controversies in a Democracy.” Beginning September 12, lectures and discussions explore issues relevant to how people form, examine and act on potential controversies in society. The course is open to students from any major. All sessions are also open to the public.

## **HONR 490.041 (5201)**

### **Thesis Preparation**

Andrew Martino • M 5-5:50 p.m. • AC 302

In HONR 490, students begin work on their theses and select a thesis committee comprised of an advisor/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 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**

Individual Faculty Mentors TBA

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 (5202)**

### **Honors Thesis Consultation**

Andrew Martino • M 4-4:50 p.m. • AC 302

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 the fulfillment of their requirements.

## **FTWL 106.610H (4451)**

### **Lifelong Fitness and Wellness**

Susannah Taylor • TR 11-12:15 p.m. • DH 113

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.

Meets General Education V

## **BIOL 310.030H (4763)**

### **Ecology**

Xuan Chen • MWF 10-10:50 a.m. (LEC) • HS 258; M 1-4 p.m. (LAB) • HS 255

Introduction to the relations of organisms to one another and to their environments. Emphasis is placed on the distribution and abundance patterns of organisms, species interactions, structure and functions of ecosystems, and quantitative approaches to analyzing ecological data.

Prerequisites: BIOL 202 or BIOL 210

## **CHEM 121.01H (4607)**

### **General Chemistry**

Stephen Habay (LEC)

MWF 12-12:50 p.m. • HS337 • Joshua Sokoloski (LAB) • M 3-5:45 p.m. • HS 347

This course presents the fundamentals of chemistry through the lens of important societal issues. The essentials of atomic structure, chemical reactivity and quantitative analysis are taught while emphasizing application of the learned content through discussion and inquiry-based problem-solving both in and out of the laboratory.

Meets General Education IVA or IVB

Prerequisites: Two years of high school algebra and chemistry, or CHEM 100

## **MATH 155.031H (5802)**

### **Modern Statistics with Computers**

Theresa Manns • MWF 9-9:50 a.m. • DH 113; F 9-9:50 a.m. • HS 150

This course introduces descriptive and inferential analysis of raw data, emphasizing appropriate assumptions, use of technology and interpretation of results. Cover the binomial, Poisson, uniform and normal distributions 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

## **MATH 201.008H (5798)**

### **Calculus I**

Randall Cone • MWF 2-2:50 p.m. • HS 111; T 2-2:50 p.m. • HS 115

Introduction to analytic geometry, limits, continuity, derivatives of elementary functions and applications of the derivatives.

Meets General Education IVB or IVC

May not receive credit for both MATH 198 and MATH 201

Prerequisite: C or better in MATH 140 or equivalent

## **ACCT 201.001H (4917)**

### **Introduction to Financial Accounting**

Julie Gittelman • MW 1:30-2:45 p.m. • PH 274

When will Maroon 5 recognize revenue from its concerts at Madison Square Garden? Which iPhone model is most profitable for Apple? What information is provided by McDonald's basic financial statements? This course explores the answers to these and other financial accounting questions by providing students with a general overview of financial accounting principles and concepts. Emphasis also is placed on transaction analysis, financial statement preparation, financial statement analysis and cash flows.

Prerequisite: 24 college credit hours taken at or accepted by SU

## **ECON 211.01H (3574)**

### **Principles of Microeconomics**

Brian Hill • TR 2-3:15 p.m. • PH 277

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. Learn the foundational theories that economists use to explain how choices are made and what impact the choices have on society. In this honors section, also explore academic research in economics and develop the skills to critically read and analyze research on an economics topic.

Meets General Education IIIB or IIIC

## **INFO 211.65H (3969)**

### **Information Systems Concepts for Management**

William Burke • M 10-11:45 a.m. (LEC); LAB online (5100) • PH 248

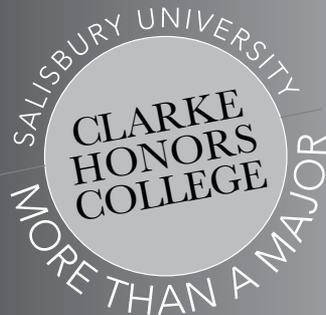
This course is designed for undergraduate business students to become familiar with business processes and using information systems to aid in business development. Students learn how businesses are using and implementing information technologies to support strategic goals by running a semester-long, simulated manufacturing company. Using SAP and Excel, students develop information management and data analysis skills that enable an application of common business software tools to solve management problems. Additionally, students develop a business idea, business plan and pitch to participate in the Student Entrepreneurship Competitions. The resources of the Perdue School of Business Innovation, Entrepreneurship and Economic Development Hub and the Dave and Patsy Rommel Center for Entrepreneurship in the Salisbury University downtown building are available and encouraged to be used by the honors students in this course.

## **INFO 326.08H (5515)**

### **Operations Management**

Hoon Cha • TR 12:30-1:45 p.m. • PH 352

This course provides and introduction to selected topics, problems and solutions in production/operations management (POM). POM is concerned with the design, operation and improvement of an organization's production systems. POM concepts apply to both manufacturing and service organizations through the integration of all functional areas. The objectives of this course are to provide an overview of the problems often encountered in production systems and to enable students to identify and apply some of the solution techniques.



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