Please select the title (in alphabetical order) to link to the description.

Honors Arts and Medicine
Honors Biology, History, and the Fate of Human Societies
Honors Biology 2: Concepts in Genetics
Honors Biology 4: Global Ecology
Honors Britain in the World Wars
Honors Chemistry II
Honors Children’s Literature: Texts & Context
Honors College Composition I: Global Warming
Honors College Composition I: Utopia/Dystopia
Honors College Composition II: Media Literacy
Honors Cultural Geography: Why Place Matters
Honors Experiencing Literature: Literature and the Environment
Honors Experiencing Literature: Science & Literature
Honors Exploring Social Issues through Theater
Honors Freshman Engineering Clinic II
Honors History: American Engineering in the Cold War
Honors History of Photography
Honors History of Philosophy: Nietzsche
Honors Holidays and American Culture WI
Honors Introduction to Astronomy
Honors Introduction to Mapping and Geographic Information Sciences
Honors Introductory Mechanics
Honors Introduction to Programming Using Robots
Honors Marketing Clinic
Honors Philosophy of Science WI
Honors Principles and Pedagogies in the Inclusive Classroom (class and seminar)
Honors Principles of Personal Finance
Honors Teaching the Holocaust: History and Memory
Honors Writing as Managers
Honors Arts and Medicine

This course will introduce students to the ways in which the arts are a part of therapeutic encounters in a variety of sociocultural contexts. Students will explore how the arts are employed in the diagnosis of disease, facilitate the creative expression of the illness experience, and motivate “healing” through self-transformational processes.

The course is divided into three overlapping sections. In the first part of the course, we will develop a theoretical framework for exploring the “art” of medicine across cultures. In the second part of the course, we will read from a selection of ethnographic sources that describe how music, drama, narrative, art and dance are used as healing modalities in non-western societies. In the third segment, we will investigate the expanding role of the arts in medical settings in the United States, using students’ ethnographic research and current literature as our data source. Ethnographic films and presentations by guest speakers who incorporate the arts in therapeutic practice will complement the lectures and reading materials. (3.0 credits)

Social & Behavioral Sciences

22301 HONR 05290.4

MW 2:00 – 3:15 Whitney 201

Seran Schug, schug@rowan.edu
Department of Sociology and Anthropology
Honors Biology, History, and the Fate of Human Society

This new introductory course will focus on the issues in Jared Diamond's Pulitzer Prize-winning *Guns, Germs, and Steel* (1997). Diamond's thesis is that history "followed different courses for different peoples because of differences among people's environments, not because of biological differences among peoples themselves." (p. 25) Thus, human societies on different continents developed food production, writing, animal domestication, immunity to certain infectious diseases, and various technologies at different times (if they developed them at all), largely as a consequence of geography and the distribution of plants and animals (biogeography). This course investigates Diamond's argument, compares it to alternative explanations for differences in the development of societies, and allows independent student research that will test Diamond's hypotheses.

The primary course objective is to explore the ultimate causes of differences in the development of human societies over approximately the last 20,000 years. In the last 500 years, Europeans were able to colonize the Americas, Australia, and substantial parts of both Africa and Asia. Explanations of this historical phenomenon emphasize proximate causes, namely European advantages in technology and a greater European immunity to certain infectious diseases. How did Europeans come to possess such decisive advantages? Why did other societies not develop these technologies and immunities? These are questions about ultimate causes. Some answers to these questions are racist and ethnocentric, emphasizing hypothetical European biological and cultural supremacy. This view has been severely and justly criticized, and is no longer seriously entertained by the scholarly community. Nevertheless, an alternative explanation is required before these views will lose their influence in the minds of the general public.

History, Humanities, Language
22289 HONR 05205.6

Social and Behavioral Science
22290 HONR 05290.6

W 2:00 – 4:45, Whitney 202

William Carrigan, carrigan@rowan.edu
Department of History
Luke Holbrook, holbrook@rowan.edu
Department of Biological Sciences
In my laboratory we have been studying the process by which bacteria can remove lead (Pb2+) from their environment. We have whole genomic sequence for a number of mutants that have enhanced capabilities in this activity and for mutants that have no such ability. A number of these sequences have been analyzed and are in a manuscript that will be submitted in the coming months. However, we have two mutants that were completely sequenced but they did not fit any of the patterns of the strains that we are publishing. Consequently, these strains are in need of analysis and we don't know what makes them behave the way that they do.

The plan for the Biology 2 course would be to have the students do the basic genomic analysis of one or more of these mutants and do some basic genetic mapping. They would start by carrying out a detailed analysis of the genomic information that we have on hand but have not yet processed with follow up experiments to be carried out at the lab bench. The objective will be for students to identify regions of the genome that are likely locations for the genetic changes responsible for the phenotypes of these uncharacterized mutants. (4.0 credits)

Lab Science

22435 BIOL 01106.1

MT 2:00 – 3:15 Science 218
R 2:00 – 4:45 Science 218

Gregory Hecht, hecht@rowan.edu
Department of Biological Sciences
Honors Biology 4: Introduction to Ecology

This course addresses two primary goals for any biology major: the first overall goal is to introduce students to the study of ecology, the interactions between organisms and their environment, and the patterns of species’ distributions and abundances that result from these interactions. The second goal is to reinforce and build upon basic scientific skills developed throughout the biology core curriculum, in preparation for upper-level elective courses.

The Honors section of this course will address both of these goals more profoundly than non-Honors sections, and students will be given more (guided) autonomy to achieve a greater understanding of how organisms influence, and are influenced by, their environment. We will tackle these goals using a number of approaches, including readings and discussions of both foundational and contemporary primary literature; the construction and manipulation of conceptual and mathematical models to predict and interpret ecological patterns; experimental design, execution, data analysis and dissemination of results in written and oral formats. Students in the Honors section of Biology 4: Global Ecology will both ask and answer questions, will learn and apply new techniques to explore for answers, and will work both individually and collaboratively on these endeavors. (4.0 credits)

Lab Science

22397 BIOL 01204.4

TR 3:30 – 4:45 Science 252
W 2:00 – 4:45 Science 252

Courtney Richmond, richmond@rowan.edu
Department of Biological Sciences
Honors Britain in the Age of World Wars

This course, Britain in the Age of World Wars, will introduce students to the history, society, and culture of Britain and the British world from the late 19th through the mid-twentieth century. Loosely structured around the life of Winston Churchill, who the British have frequently voted ‘The Greatest Briton’, the course will offer readings and discussion about some of the key works of twentieth-century British history, literature, politics, economics, and society. Through in-depth historical analysis of historical sources, critical reading of historians' accounts, literature, music, intensive writing and class discussion this course will emphasize the effects of the two global conflicts on Britain's place in the world.

Students successfully completing the course should be able to discuss major themes, events, ideas, and people in British history from the late-nineteenth century until the 1960s not only affecting Britain but also, because of Britain’s global role, the world. Finally, students should be able to offer some explanation of why and how these developments took place. (3.0 credits)

History, Humanities, & Languages

22310 HONR 05205.1

TR 5:00 – 6:15 Wilson 105

Stephen Hague, hague@rowan.edu
Department of History
Bantivoglio Honors Concentration
Spring 2018 Course Descriptions

DISCIPLINARY

Honors Chemistry II

The University Honors program works in combination with a host of academic departments on campus to provide and develop discipline-specific departmental honors programs. These programs allow students to pursue their major course of study within an Honors framework. Honors students must be accepted into the respective programs associated with their degree plan. Each department has separate requirements for its programs which are subject to change, and students should speak with their advisor for the most up-to-date requirements. Honors Chemistry 2 topics will be discussed in greater detail and with a higher degree of mathematical rigor. This course presents the basic principles involved in the study of chemistry, with emphasis of these topics: equilibria, including acids and bases, complexes, and sparingly soluble compounds, thermodynamics, kinetics, electrochemistry, and solution theory. Descriptive inorganic chemistry is also covered. (4.0 credits)

Lab Science

20995 CHEM 06101.19

MW 11:00 – 12:15 Science 128
F 11:00 – 1:45 Science 314A

Andrea Dichmann-Schmidt, dichmann-schmidt@rowan.edu
Department of Chemistry & Biochemistry

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Honors Children’s Literature: Texts & Context

Place is an essential part of literature for children, from the halls of Hogwarts to the stolen prairies of Laura Ingalls Wilder’s Kansas to the far-away land where the Wild Things are. But although we may think of place as simply the setting in which the story occurs, place is always something that is socially constructed: the product of human beings’ interactions, practices, and decisions that reflect their environments. Throughout the semester, students in this course will use multidisciplinary theory and criticism from the academic subfields of human geography and children’s literature to examine the ways different texts participate in the representative constructions of place and space for children. We’ll explore primary works’ formal structure, narrative content, and historical context, in the process dismantling the common belief that children’s literature and culture are “simple.” By considering the aesthetic, historical, cultural, and geographical implications of these texts for children, we’ll discover how place helps form our ideological conceptions of childhood.

History, Humanities, Language; Literature
22291 HONR 05205.5

Social & Behavioral Sciences; Literature
22293 HONR 05290.5

TR 12:30 – 1:45, Whitney 201

Katharine Slater, slaterk@rowan.edu
Department of English
Honors College Composition I: Global Warming

Whether we call it “global warming,” “climate change,” or even “the Anthropocene,” it’s clear that humans are making a massive impact on our environment. In this course, we will read, talk, think and write about one of the most significant issues facing our communities and our world. How do we write about something so large? Why do people disagree about the severity and significance of global warming? What’s the best way to communicate scientific findings so that everyone can understand? What can college students actually say and do to make a difference? We’ll address all of these questions and more, and you’ll emerge from the course with a better understanding of how climate change affects our world, our university, and our lives—and with the writing skills you need to succeed in college and beyond.

22324 HONR 01111.2
TR 11:00 – 12:15 Savitz 321

22325 HONR 01111.3
TR 2:00 – 3:15 Whitney 201

Edward Howell, howell@rowan.edu
Department of Writing Arts
Honors College Composition I: Utopia/Dystopia

In the course of acquiring the rhetorical skills needed for success in college and in life, students in CCI Honors Concentration (Utopia/Dystopia) will focus on questions raised in literature, particularly Thomas More’s *Utopia* and Aldous Huxley’s *Brave New World*. What is the role of community in an individual’s life? How do science, technology, and the various political “-isms” play a role in the lives of individuals, culture, and communities? Students will both read extensively and work on individual and group projects involving classics of utopian/dystopian literature. (3.0 credits)

22323 HONR 01111.1

TR 9:30 – 10:45 Victoria 201

Tiffany DeRewell, derewell@rowan.edu
Department of Writing Arts
Honors College Composition II: Media Literacy

This Honors CCII course pairs instruction on developing facility in the discipline of argument and persuasion and developing college-level research skills with issues derived from studying contemporary media. Although they are consumers of media, Americans all-too-often fail to realize the manipulative practices of the media through ignorance of the principles and practices that drive the media in our world. With the advent of new interactive media, the landscape is even more treacherous and mysterious. Through a combination of discussions of readings, group projects, and presentations from experts, this course seeks to help students become informed masters of the media. (3.0 credits)

22319 HONR 01112.1
MW 9:30 – 10:45 James 2101
Amy Woodworth, woodworth@rowan.edu
Department of Writing Arts

22320 HONR 01112.2
TR 12:30 – 1:45 Victoria 200
Tiffany DeRewal, derewal@rowan.edu
Department of Writing Arts

22321 HONR 01112.3
TR 3:30 – 4:45 Whitney 202
Tiffany DeRewal, derewal@rowan.edu
Department of Writing Arts
Honors Cultural Geography: Why Place Matters

Culture is what we humans do. Culture is material stuff (what you wear), social ideas (what you believe), everyday practices (your habits, how you get around), emotional responses (emoji use), and much more! Geography is fundamentally concerned with the question of place. Consider the ways classrooms, bedrooms, and boardrooms each connote different types of places that inspire different types of culture (what humans do). The basic assertion of a geographic approach to culture is that place matters.

Cultural geographers bring a place-based focus to the study of all kinds of human activity by considering, most basically, where does an activity occur and why. Or put differently, what is happening where? And with what effects? A geographic approach reveals the complex ways our environment (place) influences culture (what people do), and in turn, what people do (e.g. drive car) shapes our environment (e.g. roads are built, CO2 emissions are generated, etc.). As people and places become ever more interconnected, there is an imperative to understand how your everyday life affects—and is affected by—activities elsewhere.

In exploring why place matters, we will develop the capacity think geographically: to investigate the relations between people and place, from local to global scales. Taking note (observation and experience) and taking notes (documentation, mental mapping, re-photography, ethnography, etc.) are key research methods that will guide our place-based (spatial) investigation of human activity. You will leave this course with the ability to think as a global, earth citizen!

Social & Behavioral Science; Multicultural

24066 HONR 16210.1

F 9:30 – 12:15 Whitney 201

Jennifer Kitson, kitson@rowan.edu
Department of Geography & Environment
Honors Experiencing Literature: Literature and the Environment

When we think about environmental issues, we typically deal with them in terms of science and technology—for instance, asking how much greenhouse gas we’re emitting, and developing electric cars to cut down on those emissions. But addressing environmental concerns involves questions about our values, priorities, ethics, politics, aesthetics, and even definitions. What should a particular landscape look like, and why? What counts as “pollution” in the first place? Who is responsible for addressing greenhouse gas emissions, and at what cost? What happens when the protection of endangered species conflicts with the interests of marginalized people?

This course explores the ways studying literature can help to understand such questions. In particular, we will ask how literature shapes our understanding of the “natural world” and our relationship with it, and how those understandings might vary across different historical, social, cultural, and ecological contexts. We will also think critically about the benefits and difficulties of bringing together the disparate methodologies of science and literary study, asking how they might mutually expand and critique each other. Importantly, the course does not cover simply “environmental literature,” but a broad scope of texts that engage with environmental concerns in a variety of ways—overtly, tangentially, or through silences.

History, Humanities, & Languages; Literature

23428 ENGL 02123.2

TR 11:00 – 12:15, Whitney 201

Dustin Crowley, crowleyd@rowan.edu
Department of English
Honors Experiencing Literature: Science and Literature

Science deals in facts, literature in fictions — why study the two together? Can the tools of literary analysis aid scientific understanding? Can techniques of scientific inquiry apply to a novel or a poem? This is a class that takes up the challenge of bringing the fields of science and literature together.

We will focus on the turn of the twentieth century, a time of accelerating scientific and technological change that bears comparison to our own high speed, high tech era. This period saw major developments in both scientific and literary views of time itself — Charlie Chaplin encapsulated the era with the title of his 1936 hit comedy, Modern Times. By reading scientific texts as well as major works of fiction, poetry, and film, we will ask: how do literary works from the early twentieth century absorb, understand, and contest new scientific understandings of time? Beginning with H.G. Wells’ The Time Machine (1895) — the first novel of time travel along the fourth dimension — we will cover Greenwich Mean Time, space time, psychic time, time management, time and empire, and cinematic time. Students will learn to test their reading against contemporary work at the intersection of science and literature. Writing assignments have been designed with both STEM and humanities majors in mind and will teach students how to build an argument using literary observation and evidence as well as historical and scientific context. Throughout, we will be concerned with the complicated temporality of modern life as well as the intersection of science and literature. (3.0 credits)

History, Humanities, & Languages; Literature

23427 ENGL 02123.1

MW 9:30 – 10:45 Whitney 201

Emily Hyde, hyde@rowan.edu
Department of English
Honors Exploring Social Issues through Theatre/Dance

Exploring Social Issues through Theatre and Dance will take students into the world of contemporary performance presented by some of the most exciting artists working in theater and dance today. This course examines social issues inspired by plays and dances chosen from the current Philadelphia Theater and Rowan University Department of Theatre and Dance seasons. Students will gain an appreciation of live performance and how play and dance productions reflect and deepen their understandings of social issues. Students will context and analyze the live performances with readings, research assignments, and dynamic interactive discussions with the instructor and invited guests.

The classes will meet on campus twice a week, except during travel weeks. There will be trips off campus during the semester to various Philadelphia theater locations. Most travel will occur on Thursdays. All theater tickets will be provided. Students are responsible for their own transportation to each show. The transportation costs (mileage, tolls, parking) will be reimbursed. **Attendance at shows is required.**

The current Rowan Department of Theatre and Dance production season focuses on two themes: women/gender and repurposing/recycling. These two themes will guide the curation of a complete line-up of performances to be determined later in the fall. Please contact the professor with questions. (3.0 credits)

**Artistic & Creative Experience**
22302 HONR 05214.2

**Social & Behavioral Sciences**
22303 HONR 05290.2

**TR 6:30 – 7:45 Wilson 204**

Leslie Elkins, elkins@rowan.edu
Department of Theatre & Dance
Honors Freshman Engineering Clinic II

Freshman Clinic introduces students to the practice and profession of engineering. You will learn fundamental concepts that are drawn from the four engineering disciplines offered here at Rowan University. Typical objectives include: engineering measurements; team work and cooperative learning; problem solving and critical thinking; technical communication skills in graphical, written, and oral formats; design methods; professionalism; lab skills and etiquette; research skills; and classroom management skills. All of these are fundamental skills that you will use in your later engineering courses and career. (2.0 credits)

21232 ENGR 01102.3
M 8:00 – 9:15 REXT 240
W 8:00 – 10:45 REXT 240

21194 ENGR 01102.12
M 9:30 – 12:15 REXT 241
W 11:00 – 12:15 REXT 241

21204 ENGR 01102.17
M 6:30 – 7:45 REXT 141
W 5:00 – 7:45 REXT 141
Honors History: American Engineering in the Cold War

Engineers appeared all over American foreign policy during the Cold War. They designed new, more dangerous weapons, established communications networks in poor parts of the world, and even advised presidents on the formation of foreign policy. Some would say that the Cold War was simply a technological conflict that pitted American and Soviet engineering against each other in a variety of settings around the world.

This course will introduce ways to think about engineering and technology in the Cold War to help students identify who some of these engineers were, and what they did as a part of American foreign policy. Students will investigate specific case studies of engineers who contributed to American policy aims, and learn to evaluate their effectiveness (or lack thereof) in reaching stated policy goals. In the process, students should be able to critically evaluate engineers and technology as forces for good or ill in the Cold War. The course will also press students to interrogate typical notions of technology as progress in the Cold War context.

History/Humanities/Language

24067 HONR 05307.1

TR 6:30 – 7:45 Wilson 105

Keith Aksel, aksel@rowan.edu
Department of History
Honors History of Photography

This course will present the 175+ year history of photography in a comprehensive and detailed manner. Students will gain an overview of the history of photography from its inception to present day. Emphasis will be placed on significant movements, concepts and individuals relevant to the evolution of photography. Field trips to galleries and museums where photography can be viewed will be an integral part of the course.

Class sessions will consist of digital presentations of images and concepts from the history of photography and will be supported by small group presentations as well as the required texts. Collaborative work will be a major component of this course. Students will examine specific aspects of the history of photography each session and will be expected to lead discussions in these areas. Classes will be augmented by the exploration of noteworthy events and through references to influential periods from the more expansive continuum of art history. In addition, field trips to galleries and museums where photography can be viewed will be an integral part of the course. (3.0 credits)

History, Humanities, & Languages; Multicultural
22304 HONR 05205.3

Artistic & Creative Experience; Multicultural
22306 HONR 05214.1

M 5:00 – 7:45 Whitney 201

Erika Tsuchiya, tsuchiya@rowan.edu
Department of Art
Bantivoglio Honors Concentration
Spring 2018 Course Descriptions

DISCIPLINARY

Honors History of Philosophy: Nietzsche

This course will be concerned with the thought of Friedrich Nietzsche, one of the greatest philosophers of the nineteenth century. Nietzsche was neglected in his own lifetime, but his work became one of the principal influences on twentieth century continental philosophy. Through a close reading of Nietzsche’s primary works, students will learn about concepts such as master and slave morality, the death of God, the historical development of moral notions, aesthetic concepts like the Apollonian and the Dionysian, the doctrine of the eternal recurrence of the same, the will to power, the last man, the overman, the nature of history, and perspectivalism. Nietzsche’s philosophy can only be grasped through an intensive study of his works and an understanding of his place within the German literary and intellectual tradition; however, the true power of his thought is found in its application to philosophical and ethical problems of the present day. Thus, we will bring his thought to bear on issues such as the meaning of life, self-knowledge, religion, myth, biology, Darwinism, the nature of art, and the grounds for morality. In particular, Nietzsche’s positions on race, gender relations, nationalism, and the nature of power will be explored.

History, Humanities & Language

22298 HONR 05205.4

MW 9:30 – 10:45 Whitney 202

Matthew Lund, lund@rowan.edu
Department of Philosophy & Religion
Honors Holidays and American Culture-WI

This course focuses on argumentation, information literacy, and the effective use of sources in academic writing. We will hone our abilities to think critically, analyze the arguments of others, and to create and support our own arguments using research. While the subject matter of the course is research and rhetoric in public and academic writing, our theme will be media literacy, which will enhance our study of how written and multimedia texts and their creators attempt to persuade or influence their audiences. Completing this course will prepare you not only to read, write and think better in your undergraduate work, but also to become a more literate participant in media and democracy. (3.0 credits)

History, Humanities & Languages; Writing Intensive
22307 HONR 05205.2

Social & Behavioral Sciences; Writing Intensive
22308 HONR 05290.1

M 3:30 – 6:15 Bunce 106

Dianne Ashton, ashtond@rowan.edu
Department of Philosophy & Religion Studies
Bantivoglio Honors Concentration
Spring 2018 Course Descriptions

DISCIPLINARY

Honors Intro to Astronomy

What is Astronomy? Welcome to the universe! This course will feature class lectures/labs, group projects, audiovisual presentations, activities online and off, visits to Rowan’s observatory and planetarium, and several writing projects. Some of the Labs will involve writing up narratives of assigned observing sessions, others writing up the results of individual research performed by each student online during one or more class periods. (4.0 credits)

(Will Require Occasional Night Viewing)

Lab Science

CRN 20051 ASTR 11120.4

TR 2:00pm – 4:45pm Science 149

John Herrmann, herrmann@rowan.edu
Department of Physics & Astronomy

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Honors Intro to Mapping/Geographic Information Sciences

This course provides the student with the conceptual tools required for intelligent and critical use interpretation and analysis of maps. In addition, the course furnishes the student with an introduction to and overview of the mapping sciences. Students learn the concepts, methods, and techniques common to the several branches of the mapping sciences and are introduced to cartography, satellite remote sensing, computer-assisted cartography, and geographical information systems. Because of its increasing importance, special emphasis is placed on geographical information systems. (3.0 credits)

Social & Behavioral Sciences

CRN 22964 GEOG 16160.1

MW 11:00 – 12:15, Robinson 311

Zachary Christman, christmanz@rowan.edu
Department of Geography & Environment
Honors Introductory Mechanics

Does physics sound like something that only Einstein appreciated? Actually, everything we see and do is based on physics. And it’s not that hard – it’s only physics. In this class, we will do many hands-on-experiments where we learn why you don’t fall out when upside down in a roller coaster, why it’s not safe to lock-up your brakes, and why a high jumper can jump over an 8-foot high pole yet have a vertical of only 3 feet. We will go through the theory in detail using calculus but reinforce it with demos and examples.

Even Einstein would find this class to be fun!

20096 PHYS 00220.1

MWF 11:00 – 12:40 Science 138

Samuel Lofland, lofland@rowan.edu
Department of Physics & Astronomy
Introduction to Programming Using Robots

This course is, essentially, an introductory programming course with a twist – students need to think about the programming in the context of robotics. For example, in a traditional programming course, students might learn how to make decisions by figuring out whether a given year was a leap year or not; in this course, students will learn how to make decisions by determining whether the robot will run into an obstacle. This is an introductory level course. No prior programming experience is expected or required. This course is NOT recommended for students with significant programming experience. It is, however, particularly recommended for those who are thinking about working with K-12 students after graduation.

Think robots sound really cool, but that you could never actually do this? You can! Dr. Kay has taught robot programming to a lot of people who started out extremely nervous and were both amazed (and pleased!) to succeed.

Students will be loaned a LEGO robot for the duration of the course. The course will begin with the LEGO graphical language (think dragging blocks around a screen) and then move on to more traditional text-based languages. Learning programming with a physical object has big advantages – it’s immediately obvious when something is not working right. Robot programming does add additional twists – most traditional programs will result in the same behavior every time they run – robots behavior may vary based on a variety of factors such as battery levels, the amount of light in the room, etc.

The honors section of this course will ask students to consider more deeply the impact that robotics can have on the world, and to design a simple prototype to address a need that they identify as relevant to their local community, region, or globally.

This course also works to help you fulfill the requirements for a:

- BA in Computing & Informatics
- CUGS in Fundamental Computing Science and Mathematics

24839 CS 04110.2

TR 12:30 – 1:45 Robinson 312

Jennifer Kay, kay@rowan.edu
Department of Computer Science
Honors Marketing Clinic

The purpose of this course is to provide a hands-on and challenging experience for marketing students within the honors program while interacting with engineering students. The cross-disciplinary nature of the course will help students, both marketing and engineering, gain significant skills in multidisciplinary teamwork, communication, problem solving, data analysis, critical thinking, and cross-discipline collaboration. While engineering students focus on the supply side, marketing students will focus on the demand side of product development and provide the critical input for feasibility, demand analysis, competitive analysis, commercialization, and consumer insights.

This course is open to junior and senior Marketing majors.

24859 HONR 09301.1

TR 12:30 – 1:45 REXT 132

Berrin Guner, guner@rowan.edu
Department of Marketing & Business Information Systems
Honors Philosophy of Science-WI

Science is perhaps the preeminent cultural practice of our modern age. It has transformed our societies, our understanding of the world we live in, and even our own self-conceptions. Despite its evident importance, questions persist about the basic nature of science. What, for example, distinguishes it from other modes of inquiry and knowledge acquisition? What is its method, and what sort of logical inferences does it rely on? Does science always make progress, and how should we understand this progress? To what extent is science free of gender and other social biases? Do scientific theories accurately represent the real world, and how do we know this? Philosophers of science have defended a variety of answers to these questions. We will examine some of the more important and interesting of these philosophical theories, in the hope of gaining a richer understanding of the nature and value of science. (3.0 credits)

History, Humanities, & Languages; Multicultural; Writing Intensive

23146 PHIL 09369.3
TR 9:30 – 10:45 Whitney 202

23147 PHIL 09369.4
TR 12:30 – 1:45 Whitney 202

Nathan Bauer, bauer@rowan.edu
Department of Philosophy & Religion
Honors Principles and Pedagogies in the Inclusive Classroom

The ways in which school, community, family, and society interplay are constantly changing. Current events shape the ways in which we think about teaching and learning, and this, too, depends on where schools are situated. Teaching itself is a political act: what is taught, what is left out of the classroom, which voices are privileged and what ideas are brought to the table. Principles and Pedagogies will consider the role that schools take in shaping communities, and the role that communities take in shaping schools. We'll examine current events (#takeaknee for example) in order to critically analyze issues of social justice, equity, and diversity.

Students must register for both courses below:

Seminar
CRN 24327 INCL 02210.8
T 8:00 – 9:40am Whitney 201

Class
CRN 24328 ELEM 02210.5
T 9:55 – 10:45am Whitney 201

Jennifer Rich, richj@rowan.edu
Department of Interdisciplinary and Inclusive Education
Honors Principles of Personal Finance

Personal financial planning is an essential tool to help us achieve financial objectives throughout our lifetimes. Successful financial planning, via defining financial goals and developing appropriate strategies to achieve them, brings rewards such as wise spending habits, increased wealth, and an improved standard of living. The goal of this course is to teach Honors students the basic personal financial planning tools they will need to take charge of their personal finances, and to control their financial resources more efficiently. The topics that will be covered include the psychology of decision making, time value of money, managing assets and credit, principles of taxation, managing insurance needs, making investment decisions, preparing for retirement, and estate planning. (3.0 credits)

Social & Behavioral Sciences

22300 HONR 05290.3

TR 11:00 – 12:15 Whitney 202

Dan Folkinshteyn, folkinshteyn@rowan.edu
Department of Accounting & Finance
Honors Teaching the Holocaust: History and Memory

The Holocaust is simultaneously a unique historical moment and one of many genocides. Consequently, we have been saturated with movies and books that depict some of the events from this time period. What, though, from among popular culture is fact? What is the history of the Holocaust? Moving beyond Schindler's List and The Boy in the Striped Pajamas, how can we learn and teach about the Holocaust, and how should it be commemorated as we enter a post-survivor era? This interdisciplinary course will make use of both primary and secondary sources as we explore Holocaust history and memory, and debate and discuss how to consider remembrance in the future.

History/Humanities/Language
24277 HONR 05205.7

Social & Behavioral Sciences
24278 HONR 05290.7

R 8:00 – 10:45 Whitney 201

Jennifer Rich, richj@rowan.edu
Department of Interdisciplinary & Inclusive Education
Honors Writing as Managers-WI

Honors Writing as Managers-WI Business Writing, an interdisciplinary Honors course, focuses on business writing as a manager and leader. Students create informational business reports, with appropriate tone and audience, on topics common to managers: OSHA, employee disciplinary, and sexual harassment. The hybrid delivered course also includes job application documents and strategies applicable to the job search process. The W.I. course is offered to Bantivoglio Honors Concentration students and management majors with a 3.3 GPA or higher. (3.0 credits)

Writing Intensive

23967 WA 01408.4

TR 2:00 – 3:15 Robinson 105

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