

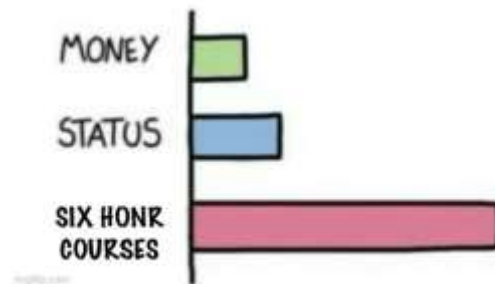


Registration Guide for
Honors College students &
their Student Success Coaches

Who are preparing for
Fall term 2024

First, let's review basic Honors College policies:

WHAT GIVES PEOPLE FEELINGS OF POWER



My GPA has to be 3.3!

Only when you file for graduation in your last semester.



100-level seminars: 18 students. You should expect discussion as well as instruction. Don't confuse with "Socratic" seminars from high school.

200-level tutorials: 7 students. Your independent work PLUS a discussion section once a week.

300 & 400 level courses: 1 student plus a faculty mentor. Independent studies, honors fellows projects, and honors theses.



Never Ask A Woman
Her Age



A Man,
His Salary



DuqHonors,
If you can "get honors credit" for something not HONR

Ways to get your six HONR courses:

| Bridges requirement | HONR course | Important Notes |
|---|--|--|
| On-Ramp: Intro to Bridges | HONR 001 | Students take this the summer BEFORE their first Fall semester at Duquesne |
| Information Literacy | HONR 100 | Offered starting Fall 2025 |
| Writing and Analysis | HONR 101 | Required unless AP transfer ✓ |
| Writing and Literature | HONR 102 | Required unless AP transfer ✓ |
| Essential Questions | HONR 154 | Required ✓ |
| Foundations in Ethical Reasoning | HONR 155 | Required ✓ |
| Communication and Creative Expression (BRCC) | August Wilson House course (HONR 203, spring only) Steel Pan Band (HONR 208) HONR 210-216 varies by semester. Look for BRCC | |
| Critical Thinking and Problem Solving (BRCT) | HONR 210-216 varies by semester. Look for BRCT | Philosophy tutorials include BRCT |
| Cultural Fluency and Responsiveness (BRCF) | August Wilson House course (HONR 203, spring only) Study Abroad (HONR 205) Steel Pan Band (HONR 208) HONR 210-216 varies by semester. Look for BRCF | |
| Ethical Reasoning Moral Responsibility (BRET) | HONR 210-216 varies by semester. Look for BRET | |
| Quantitative and Scientific Reasoning (BRQS) | HONR 210-216 varies by semester. Look for BRQS | |
| Social and Historical Reasoning (BRSH) | HONR 210-216 varies by semester. Look for BRSH | |
| Theology and Philosophy courses (1 each) | Some HONR 154 (Essential Questions classes) are either Philosophy or Theology. Some HONR 210-216 sections are either Philosophy or Theology (varies by semester). | Required ✓✓ |
| Special Honors Course: Speed Trap | HONR 299, summer only, 0-credit | Take the summer before your third year |
| Experiential Learning (BREL) | August Wilson House course (HONR 203, spring) | |
| Capstone (BRCP) | Honors Fellows courses (HONR 395, 450, 495) | Check your major for capstone requirements |


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HONR 101 / 102: more sections to be added for incoming first-year students



| HONR | Title | Description | Days and Times | Professor | Do I need to register for a tutorial ("R") section? | Bridges equivalent? |
|--------|-----------------------------|---|-----------------|-----------------|---|---------------------|
| 101-01 | Honors Writing and Analysis | In this course, we will explore literature and film from across the world that focuses on the concept of modernity. This concept has been associated with some promising—and often disturbing—phenomena, including capitalism, urbanization, industrialization, mass politics, and high technology. How has “being modern” been imagined and assessed, lauded and lamented? This course will develop your writing skills across several genres as you explore literary and cinematic traditions that have grown up around this theme. | MW 3:00-4:15 | Dr. Judy Suh | No | Yes – 101 |
| 101-02 | Honors Writing and Analysis | The Reality of Unreality: Unreality has long lived in our literature and taken many shapes: folk tales with magical characters, myths where gods and goddesses manipulate human affairs, | MWF 10:00-10:50 | Dr. Jen Ashburn | No | Yes - 101 |

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| |  | <p>science fiction stories with not-yet-invented technology and fantastical worlds that defy the laws of physics, and stories set in realistic environments but with highly improbable events or unreliable narrators. If literature is, as many have claimed, a mirror of our society, what do these forms of unreality reflect? And what kinds of unreality do we encounter in our daily lives? This course will explore these questions through a wide range of literary works in multiple genres (fiction, nonfiction, poetry, drama, graphic novel), supplemented with critical commentary. Students will hone their critical thinking and writing skills through close readings, group discussions, and tasks involving both creative and scholarly output (a creative nonfiction essay, a blog or podcast, a craft analysis, and an argumentative essay). Our goal, by delving into literary works that tackle the complexities of life through a mix of reality and unreality, is to better understand the world we inhabit, and to develop the tools of analysis and expression needed to navigate it.</p> | | | | |
| 101-03 | Honors Writing and Analysis | <p>This section of Honors Inquiry, the Fall 2023 semester iteration of the Honors College First-Year Seminar, will center on the theme “Knowledge.” We will approach this theme from multiple directions using a variety of texts,</p> | TR 9:25-10:40 | Dr. Sue Howard | No | Yes- 101 |



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| |  | <p>including novels (Frankenstein, Never Let Me Go), plays (The Curious Case of the Dog in the Nighttime), poetry, and nonfiction (Mountains Beyond Mountains), in order to think about intersecting issues of education, identity, history, culture, politics, nature, religion, family, science, and the human condition. We will consider how we come to know what we know, whether all knowledge is good, what role texts—in multiple forms—play in how we come to know our world, what role interpretation plays in our understanding and assessment of knowledge, how the past affects our quest for knowledge, how we discern what information is valid, useful, and credible, and finally, how we should use the knowledge we gain.</p> <p>Course requirements include a researched literary analysis of a novel; essays on poetry, drama, and non-fiction; reading quizzes; and oral presentations.</p> | | | | |
| 104-04 | Honors Writing and Analysis | | MW 3:00-4:15 | | No | Yes - 101 |
| 101-05 | Honors Writing and Analysis | <p>This class will examine "autobiography" as a phenomenon and a number of related questions: what is the difference between a memoir and an autobiography? Are autobiographies always "factual"? What's the relationship between autobiography and fiction? Do autobiographies have to be written works? Do they have to be</p> | MWF 12:00-12:50 | Dr. Emad Mirmotahari | No | Yes - 101 |

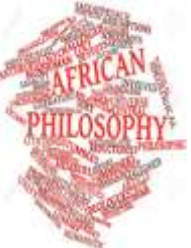
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| |  | <p>prose? What are the choices, dilemmas, and pressures that shape self-representation? You will have the opportunity to produce some writing/creative work about yourself during the semester.</p> | | | | |
| 101-06 | <p>Honors Writing and Analysis</p>  | <p>The Reality of Unreality: Unreality has long lived in our literature and taken many shapes: folk tales with magical characters, myths where gods and goddesses manipulate human affairs, science fiction stories with not-yet-invented technology and fantastical worlds that defy the laws of physics, and stories set in realistic environments but with highly improbable events or unreliable narrators. If literature is, as many have claimed, a mirror of our society, what do these forms of unreality reflect? And what kinds of unreality do we encounter in our daily lives? This course will explore these questions through a wide range of literary works in multiple genres (fiction, nonfiction, poetry, drama, graphic novel), supplemented with critical commentary. Students will hone their critical thinking and writing skills through close readings, group discussions, and tasks involving both creative and scholarly output (a creative nonfiction essay, a blog or podcast, a craft analysis, and an argumentative essay). Our goal, by delving into literary works that tackle the</p> | MWF 9:00-9:50 | Dr. Jen Ashburn | No | Yes - 101 |

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| | | complexities of life through a mix of reality and unreality, is to better understand the world we inhabit, and to develop the tools of analysis and expression needed to navigate it. | | | | |
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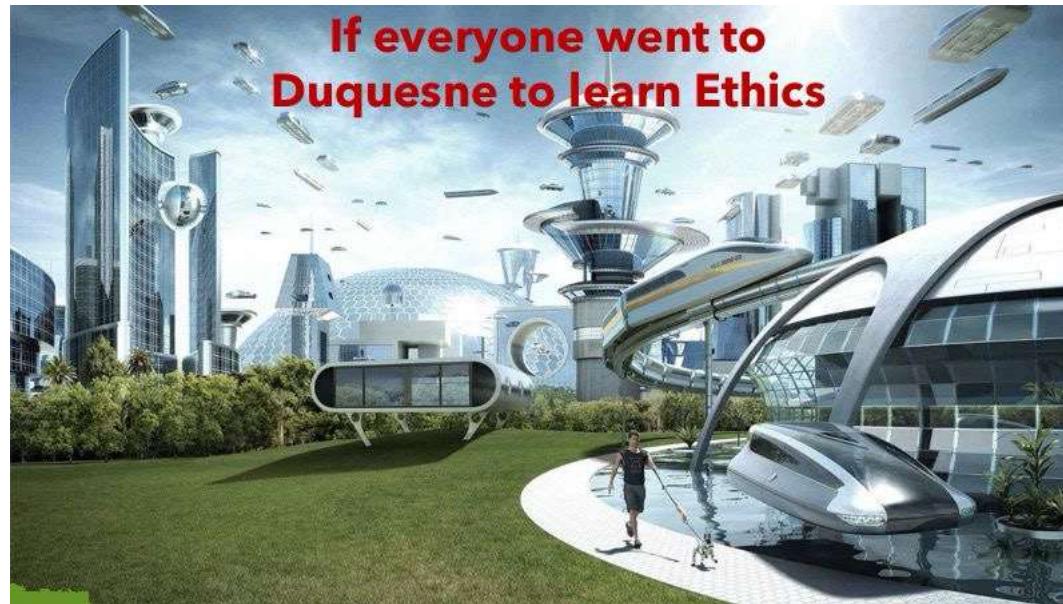
HONR 154: ESSENTIAL QUESTIONS (EQ) SEMINARS – more to be added





| HONR | Title | Description | Days and Times | Professor | Do I need to register for a tutorial ("R") section? |
|--------|--|---|------------------------|--------------------|---|
| 154-03 | EQ: What is Art? | Since antiquity, defining "art" has been a source of fascination (and voracious debate!) for philosophers, poets, and artists. In this Honors EQ seminar we will dig into the thorny flexibility of the term "art" through the lens of visual + material culture of the past. Moreover, we will also explore how visual artists working today continue to challenge boundaries and expand possibilities through their creative acts, pushing us consider how we see beauty, our world, ourselves, and each other. | TR 10:50-12:05-1:30 | Dr. Amy Cymbala | No |
| 154-04 | EQ: Can Theater Change the World?  | The theater has historically been considered to be a dangerous space because of its live potential to incite and invite intense, visceral reactions from audiences. This course will explore the links among theater, performance, and social activism in contemporary drama. We will consider how playwrights such as Lisa Loomer, Lynne Nottage, and David Karam confront complexities of gender, class, race, sexuality, and nationalism exploring possibilities for social justice and advocacy in their plays. Close attention will be paid to the intersections between text and performance. Students will have the opportunity to do both critical and creative projects. | MW 3:00 – 4:15 | Dr. Laura Engel | No |
| 154-05 | Hon EQ: Who Was/Is Jesus?  | We will attempt an investigation into the identity of Jesus the Christ not only as a historical figure of the past, but also as perpetually present in our world. We will insist on his Jewish, human, and divine identities as portrayed in the Bible, as well as visual representations of Jesus in various historical, geographical, and socio-political contexts by focusing on works of art through the centuries. | MWF 12:00-12:50 | Dr. Radu Bordeianu | No |
| 154-07 | Hon EQ: : What is | How does African thought contribute to the way we see ourselves, others, and the world? Philosophy began in Africa, with ancient Egyptian concepts of justice and soul, and relations between humans | TR 1:40-2:55 | Dr. Jay Lambert | No |

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| | <p>African Thought?</p>  | <p>and gods. More recently, colonial and post-colonial African philosophers deal with reason and culture, time and destiny, witchcraft and aesthetics, religion and modernism, ethics and community, politics and the philosophy of history, independence and freedom. This seminar will engage both the history African thought, its postcolonial present, and its influence on schools of contemporary African-American thought, including aesthetic, political, literary, and philosophical schools such as Afropessimism, necropolitics, and Afrofuturism.</p> | | | |
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HONR 154: Foundations in Ethical Reasoning



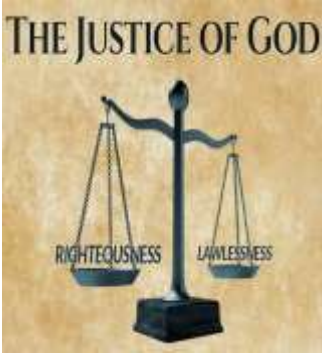

| HONR | Title | Description | Days and Times | Professor | tutorial ("R") section? |
|--------|---|--|----------------|--------------------|-------------------------|
| 155-01 | Hon Foundations in Ethics:  | This course delves into ethical ideas. We look at classic works in the Western philosophical tradition that are challenging and different from each other. For example, the ancient philosopher Aristotle teaches that acting well is doing the correctly measured act (that is, we should find the "golden mean" of an act done at the right time, to the right person, with the right tools, for the right reason, not too much or too little, etc.), whereas the 18th-19th C. Enlightenment philosopher Kant teaches that we find the moral | TR 10:50-12:05 | Dr. Jennifer Bates | No |


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| | | act by looking inward for a rational and universal rule; he thinks that we ought to do our duty even when we do not want to or have little chance of success. In the final month, we take up environmental questions in order to experiment with how the ethical theories we studied apply today. | | | |
| 155-02 | Hon Foundations in Ethics  | In this course, we will explore the basic concepts we employ when thinking about ethical situations in our lives. We'll begin by considering what makes a question an ethical one as opposed to, say, a legal or factual one, and then we'll turn to specific questions pertaining to ethics: how might our choices promote the common good? What are my duties and obligations? How is freedom related to our moral choices? What are the roles of experts, authorities, and exemplars in our decisions about how to act? What are my own beliefs that guide my ideas of right and wrong? What would it mean for a human being to flourish rather than just subsist? | TR 12:15-1:30 | Dr. Kelly Arenson | No |
| 155-03 | Hon Foundations in Ethics: | Philosophy entails critical thinking and a willingness or desire to know more about ourselves and the world around us. It sometimes requires us to ask difficult questions and can often lead us to a better understanding of ourselves and our world. This course will introduce you to ethical reasoning through philosophical texts. How do you know what is the right thing to do, the right way to live? What criterion do you use to make decisions? Is it possible to have a universal criterion of judgement? If so, how can | MWF 12:00-12:50 | Dr. Jaclyn Berg | No |

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| | | <p>we all agree on that criterion while also maintaining all our unique differences? If not, why? Do all decisions have to be made according to ethical principles or only those that could have major consequences? How much do we or should we take into consideration the effects our decisions have upon others? Do our current political and economic systems create a kind of universally accepted, though often unquestioned, agreement on what it means to be a good person or lead a good life? Is it one that everyone agreed upon, or do we just accept it even as we feel it to be wrong? Do we all play a role in shaping social, political, and economic ideas of what is good, perhaps without even realizing it?</p> <p>These questions necessarily include discussions about freedom and responsibility, violence and nonviolence, rights and obligations. After exploring some of the major Western philosophical approaches to ethics, as well as some lesser-known ethical theories, we will examine our contemporary world to consider how ideas on morality and ethics help or hinder the creation of a just world. We will particularly consider how social, political, and economic structures might be shaped by a certain conception of “what is good” as well as alternative ways of determining what is good, right, or just. We will ask sometimes difficult questions about our society and ourselves and explore how those structures might be shaping our (and other’s) ability to live lives of dignity and joy. There will be discussions about the role of race and racism in the development of those</p> | | | |
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| | | <p>structures, as well as questions regarding our desire and ability to address the growing climate crises.</p> <p>As I will attempt to do, I ask you to treat our classroom as a collaborative space for meaningful and constructive dialogue, which requires a high degree of mutual respect, willingness to listen, and open-mindedness toward opposing points of view. Respectful conversation doesn't require agreement or uniformity of opinion, but it does require a willingness to challenge, to be challenged, and (where appropriate) to revise our views.</p> <p>Attendance and participation will be the most important part of your grade, followed by both formal and informal writing assignments, surveys, and group discussions.</p> | | | |
| 155-04 | Hon Fdns in Ethics | | MWF 9-9:50 | | No |
| 155-05 | Hon Fdns in Ethics | | MWF 10-10:50 | | No |
| 155-06 | Hon Fdns in Ethics | | MWF 11-11:50 | | No |

200-level Seminars and Experiential Courses: these fulfill various Bridges requirements. Check the column on the right:

| HONR | Title | Description | Days and Times | Professor | Do I need to register for a tutorial ("R" for Recitation) section? | Bridges equivalent? |
|------|---|---|---|---|--|--|
| 203 | Hon Sem SJ: True Crime and the Justice of God  | This course bridges material in forensic science and Christian theological ethics using true crime media. Students will apply interdisciplinary methodologies (forensic and theological analysis) to true crime case studies. Through the course, students will engage in theological and moral reflection upon social issues, such as violence against women, racial profiling, and wrongful convictions | TR 3:05-4:20 | Dr. Elizabeth Vasko & Dr. Lyndsie Ferrara | No | <ul style="list-style-type: none"> ▪ Communication and Creative Expression (BRCC) ▪ Ethical Reasoning and Moral Responsibility (BRET), ▪ Theology |
| 205 | Hon International Study Abroad  | For Honors College students who are studying abroad. We will choose three books to read together, and you will participate in tutorial discussions on zoom. Please also register for HONR 205R when you register for this class. | Meets as a tutorial, to be arranged with Dr. Roberts while you are abroad. Please | Dr. Kathleen Glenister Roberts | Yes – register for HONR 205R. We will arrange zoom meet times after you register | <ul style="list-style-type: none"> ▪ Cultural Fluency (BRCF), ▪ Experiential Learning (BREL) |

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| | | | register for HONR 205R also | | | |
| 208 | <p>Musics of Africa and the African Diaspora: Steel Pan Band !</p>  | <p>The main aim of this course is to provide a framework for the understanding of music originating and as performed in the continent of Africa and the African Diaspora. It explores the variety of music of the continent and its diaspora, by focusing on selected musical cultures, the knowledge of which will enable the student to appreciate how social and cultural life are interlaced with music. Ideas and information will be drawn from recordings, videos, readings, lectures, discussions, and in-class performances.</p> <p>Specifically, this course will focus on the music of Trinidad, with a hands-on approach with instruments that were created and developed on the island.</p> | MW 4:25-5:40 | | No | <ul style="list-style-type: none"> ▪ Communication & Creative Expression (BRCC) ▪ Cultural Fluency and Responsiveness (BRCF) |


200-level tutorials: Each week complete 2 hours of work on your own, one hour of discussion (must register for a discussion section)





Me and the boys





| HONR | Course Title | Description | Days/Times | Instructor | Tutorial? | Bridges fulfillment: |
|------|--|---|--|-------------------------|--|---|
| 210 | Hon Tutorial: Philosophy as a Way of Life | Philosophy means literally "love of wisdom," and the philosopher is that person who is caught up in this never-ending movement of being in love. Yet the wisdom the philosopher seeks is not merely theoretical knowledge | Meets as a tutorial. Choose ONE section of 210R | Prof. John Henry Reilly | Yes – choose ONE section of 210R: T 2:00-2:50, W 2:00-2:50, Or R 2:00-2:50 | <ul style="list-style-type: none"> ▪ Philosophy, ▪ Communication & Creative Expression (BRCC), ▪ Critical Thinking (BRCT), |

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| |  | <p>that leaves her unaffected and impassive. On the contrary, such wisdom makes her in a way that the whole of her individual's life is transformed. To put it simply, philosophy is "a way of life" (P. Hadot) and as such, it implies an ethical and therapeutic kernel, directed at achieving tranquility and joy within the world. This definition of philosophy involves four fundamental statements: (a) philosophy's motivation is to change one's way of being in the world, (b) an effort of the will is necessary to walk along this path of self-transformation, (c) there must be a strong consistency between philosophical ideas and actions, and (d) the true value of philosophy resides in actions.</p> <p>This class will take this definition of philosophy into account through comparative and cross-cultural approaches to global philosophies. We will investigate how different philosophical traditions—from Ancient Western to Confucian</p> | | | | <ul style="list-style-type: none"> ▪ Writing-Enriched |
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| | | ethics, passing through The Bhagavad-Gita, The Dhammapada, and Patanjali's treatise on Yoga— have tried to answer the ethical problems of how we ought to live and who we are. Furthermore, we will explore what types of practical exercises these philosophies have developed in order to achieve a state of inner peace and tranquility." Students must co-register in a section of 210R with Prof. John Henry Reilly | | | | |
| 211 | Hon Tutorial: The Inklings: Lewis and Tolkien  | C. S. Lewis and J. R. R. Tolkien, while best known for The Chronicles of Narnia and The Lord of the Rings, respectively, played an active role in shaping the modern world, from philosophy to literature, history to culture. Not only were these literary titans instrumental on their own standing, but also together, having been close friends for decades. In this course, we will attempt to know them both better, to understand their legacies and how they continue to profoundly impact the way we learn, communicate, and think. | Meets as a tutorial. Choose ONE section of 211R | Prof. Jordan Oeler | Yes – choose ONE section of 211R: M 12:00-12:50, Or W 12:00-12:50 | <ul style="list-style-type: none"> ▪ Theology ▪ Social and Historical Reasoning (BRSH), ▪ Ethical Reasoning and Moral Responsibility (BRET), ▪ Writing-Enriched |

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| | | While we will touch on some of their better known works, our focus will be primarily on using their writings (and those of other contemporaries) to get at their character – to enter the proverbial door of The Eagle and Child and have a chance to sit around the table with the Inklings. | | | | |
| 212 | <p>Hon Tutorial: The hallows and the holy: the theological world of Harry Potter</p>  | The Harry Potter series became an instant classic because it addresses fundamental human themes of good vs. evil, war and peace, friendship and betrayal, love and death – which are also the perennial questions of faith traditions. This class will bring Harry Potter and Christian theology into dialogue with each other, using the characters and narratives to understand Christian terms and concepts, and using Christian theology to deepen our appreciation of the books. Theological topics include: the origin of evil, the dynamics of sin, types of friendship, the power of love, political resistance against oppressors, solidarity amidst injustice, and maintaining hope in the face | Meets as a tutorial. Choose ONE section of HONR 212R | Dr. Daniel Scheid | Yes – choose ONE section of 212R: T 9:25-10:15 Or R 9:25-10:15 | <ul style="list-style-type: none"> ▪ Theology, ▪ Ethical Reasoning and Moral Responsibility (BRET), ▪ Communication and Creative Expression (BRCC), ▪ Writing-Enriched |

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| | | of death. Students must also register for one section of HONR 212R with Dr. Daniel Scheid. | | | | |
| 213 | <p>Hon Tutorial: Exile and Migration- Latino-US Identities, Border Issues and Hyphenated Americans</p>  | <p>This course explores border issues through considerations of exile, migration, assimilation, and resistance in several canonical border narratives. The course also focuses on gender issues and human rights with the goal to challenge received US-Latino/a stereotypes in the context of violence and the pressures of globalization. The working corpus includes literature, film, and essay writing. Students must register for one section of HONR 213R with Dr. Eduardo Ruiz.</p> | <p>Meets as a tutorial. Choose ONE section of HONR 213R</p> | <p>Dr. Eduardo Ruiz</p> | <p>Yes – choose ONE section of 213R: T 9:25-10:15 OR R 9:25-10:15</p> | <ul style="list-style-type: none"> ▪ Comm and Creative Expression (BRCC), ▪ Cultural Fluency and Responsiveness (BRCF), ▪ Writing-Enriched |
| 216 | <p>Hon Tutorial: topic to be determined</p>  | <p>Philosophy entails critical thinking and a willingness or desire to know more. It sometimes requires us to ask difficult questions and can often lead us to a better understanding of ourselves and our world. This course will focus on the historical and philosophical development of the language of human rights alongside the development of</p> | <p>Meets as a tutorial. Choose ONE section of HONR 216R</p> | <p>Dr. Jaclyn Berg</p> | <p>Yes – choose ONE section of HONR 216R: W 3:00-3:50, W 4:00-4:50, Or W 5:00-5:50</p> | <ul style="list-style-type: none"> ▪ Philosophy, ▪ Critical Thinking and Reasoning (BRCT), ▪ Writing-Enriched |

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| | | <p>capitalism. We will discuss early conceptions of rights that coincided with the revolutions of the 18th century in which colonialism and slavery violently deprived millions of those proclaimed rights. Through examination of how our conceptions of rights have been shaped by the beliefs and behaviors cultivated through capitalism, we will also consider whether capitalism can deliver on its promises of providing freedom and rights for all. Thus, this course will require difficult conversations on topics that are sometimes uncomfortable but are necessary to creating a better future for everyone. This includes discussions of the historical development of race and racism, the ideas that underpinned colonialism, evaluation of capitalism, and consideration of the climate crises.</p> <p>Our classroom is a collaborative space for meaningful and constructive dialogue, which requires a high degree of mutual respect, willingness to listen, and open-</p> | | | | |
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| | | <p>mindedness toward opposing points of view. Respectful conversation doesn't require agreement or uniformity of opinion, but it does require a willingness to challenge, to be challenged, and (where appropriate) to revise our views. The course will also include the introduction of helpful practices for fostering respectful and meaningful discussion on difficult topics that we will implement throughout the course. The authors we will explore together include Thomas Hobbes, Jean Jacques Rousseau, Karl Marx, Simone Weil, Lynn Hunt, Samuel Moyn, Issa Shivji, Noam Chomsky, and Jessica Whyte. <i>Students must register for one section of HONR 216R with Dr. Jaclyn Berg.</i></p> | | | | |
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SPECIAL COURSE OFFERING For Engineering Students this Fall!



| HONR | Title | Description | Days and Times | Professor | Do I need to register for a tutorial ("R") section? | Bridges equivalent? |
|------|-----------------------|---|------------------|------------------|---|---------------------|
| 260 | Honors Thermodynamics | Honors students can take this 0-credit class in conjunction with BMED 210, Thermodynamics. You'll be assigned honors work in that class and HONR 260 will count toward your six HONR classes! | Same as BMED 210 | Same as BMED 210 | No, but must register for BMED 210 | Major equivalent |

300/400-level Independent Study courses: BY PERMISSION ONLY



We want to talk to you about options beyond 200-level HONR courses *if*:

- ❖ You were accepted to the Honors College AFTER first semester freshman year (see Dr. Roberts or Juliet Amedu-Nwagwe, HC Program Manager)
- ❖ You're interested in a topic not covered in a specific course, and want to work with a faculty member on it (see Dr. Roberts, HC Director)
- ❖ You want to be an Honors Fellow and/or write an Honors Thesis. Honors Fellows opt in to a project in research, creative arts, or community engagement (see Kevin Henderson, Associate Director)

| HONR | Title | Description | Days and Times | Professor | Do I need to register for a tutorial ("R") section? | Bridges equivalent? |
|------|-------------------|--|---|---|---|--------------------------|
| 300 | Directed Readings | Independent study taken with a professor, either by sitting in an advanced (graduate level) course or by arranging a series of specially-selected readings and assignments. PERMISSION OF INSTRUCTOR | Online, 3 credits. Arrange meetings with | Dr. Kathleen Glenister Roberts administers the course | No | Discuss with Dr. Roberts |

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| | | | your faculty mentor | but you will choose a faculty mentor | | |
| 395 | Honors Fellowship | One of two required courses to achieve Honors Fellow status, or to denote progress toward a national fellowship application. PERMISSION OF INSTRUCTOR | Online, 0 credits | Kevin Henderson administers the course but you will need a faculty mentor | No | Part of Honors College capstone. Can be added to your departmental capstone. |
| 450 | Honors Senior Project | Can be used toward Honors Fellows achievement, Senior Scholar achievement, or as elective. You will require a faculty mentor and complete a paper or project. PERMISSION OF INSTRUCTOR | Online, 3 credits. Arrange meetings with your faculty mentor | Dr. Kathleen Glenister Roberts administers the course but you will need a faculty mentor | No | Part of Honors College capstone. Can be added to your departmental capstone. |
| 495 | Advanced Honors Symposium | Present your Honors Fellows, Senior Scholar, or independent study project in a public academic forum. Should be taken in the semester when you are completing your project. PERMISSION OF INSTRUCTOR | Online, 0 credits. Discuss with your faculty mentor what form your presentation will take. | Kevin Henderson administers the course but you will need a faculty mentor | No | Part of Honors College capstone. Can be added to your departmental capstone. |
| 497 | Honors Thesis Proposal | Open only to students who formally declare their intention to write an Honors Thesis. PERMISSION OF INSTRUCTOR | Online, 0 credits. | Kevin Henderson administers the course but you will | No | |

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| | | | | need a faculty mentor | | |
| 498 | Honors Thesis | Open only to students who formally declare their intention to write and defend an Honors Thesis, and who have successfully defended their thesis proposal. PERMISSION OF INSTRUCTOR | Online, 0 credits | Kevin Henderson administers the course but you will need a faculty mentor | No | |
| 499 | Honors Thesis Defense | Restricted to Honors Fellows who wish to produce a written thesis under the direction of a faculty mentor. Students will produce a paper or essay of a predetermined length and defend the thesis before a predetermined committee. PERMISSION OF INSTRUCTOR | Online, 0 credits. Students should consult with the Associate Director of the Honors College. | Kevin Henderson | No | |



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