

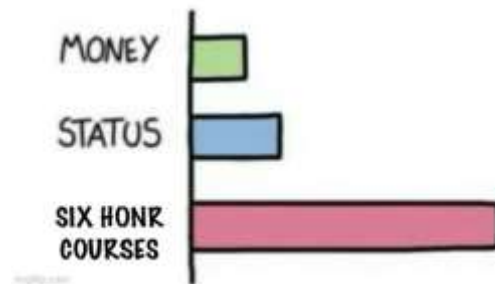


Registration Guide for
Honors College students &
their Student Success Coaches

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


1
2
3
4



5, 6

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

		<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

		<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	<p>Honors Writing and Analysis</p> 	<p>This class focuses on introducing students to the conventions of reading and writing in higher education. Students will familiarize themselves with critical reading, research, and the nuances of various genres of text, including fiction, non-fiction, instructional articles, and so on. Students will be asked to both analyze and write in multiple genres in order to simultaneously develop academic and intellectual flexibility as well as the skills</p>	MW 3:00-4:15	Dr. Sarah Pobuda	No	Yes - 101


		<p>of revision and reflection. Students will learn how to incorporate and respond to the voices of other scholars into their arguments which will allow them to join academic and professional conversations while establishing their own unique perspectives. This course will encourage students to diving deeper into layers of meaning in a text and hone their individual writing process from drafting to incorporating feedback to refining their work into final products they are proud of. Students will also learn how to transfer the analysis and critical thinking skills gained in this course into not only their prospective majors but also into their lives as they embark on their expedition into higher education. The theme of this course will be “Narratives and Counternarratives.” In this course, students will be asked to consider different perspectives as they develop their “takes” on the material they encounter, as well as the world around them. Students will read and consider stories that may have historically been unheard or ignored while finding their own voices through writing. Students will engage with texts which may possibly challenge their preconceived notions in order to illuminate new pathways through life. Course readings will include Shakespeare’s Othello, Alison Bechdel’s Fun Home, as well as poetry by authors</p>				
--	--	--	--	--	--	--




		such as Ada Limón and Leslie Marmon Silko. This course will encourage students to critically assess the information they encounter in their everyday lives in a manner that is curious, discerning, and thoughtful, while also teaching them how to engage in diverse and meaningful conversations.				
101-05	Honors Writing and Analysis 	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 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.	MWF 12:00-12:50	Dr. Emad Mirmotahari	No	Yes - 101
101-06	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, 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	MWF 9:00-9:50	Dr. Jen Ashburn	No	Yes - 101




		<p>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>				
--	--	---	--	--	--	--

HONR 154: ESSENTIAL QUESTIONS (EQ) SEMINARS – more to be added

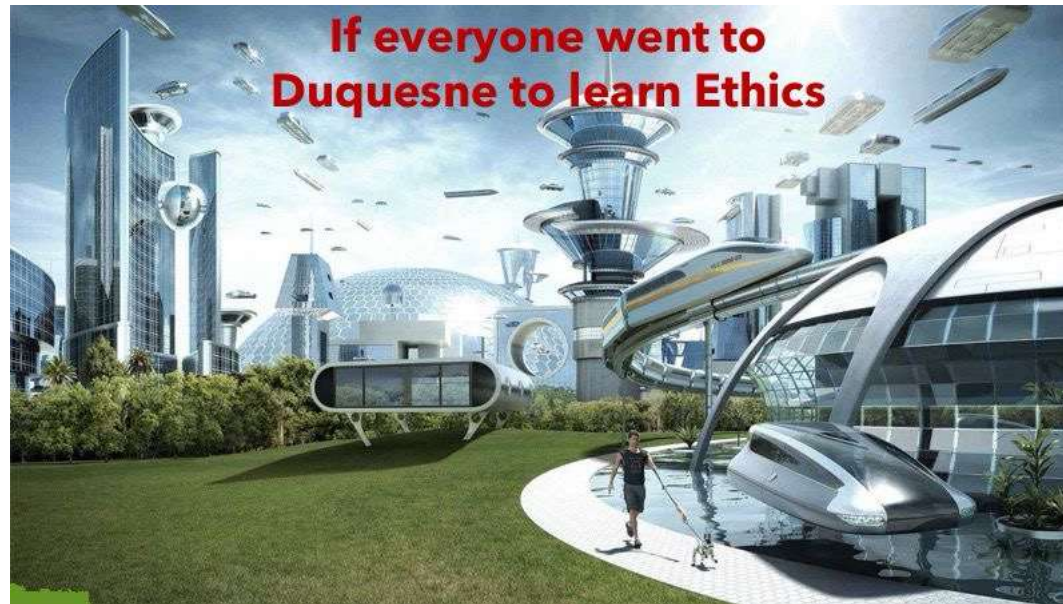



HONR	Title	Description	Days and Times	Professor	Do I need to register for a tutorial ("R") section?
154-01	Hon EQ: How Do We Get Started? 	Getting started, in the very broad sense, is about orienting toward a new experience. We get started in lots of different ways and, often, multiple times through a single process. Getting started is a tricky task that depends on context: introducing someone to your favorite tv show, book series, band, another friend, or bigger milestone events like starting college, starting your first job in your chosen field, or moving out on your own. So, what makes a good start? That's what we're going to be asking and trying to answer together. You'll work to answer these questions through in-class activities and key assignments		Dr. Jeff Lambert	No


		like a midterm project that examines an exemplar of "getting started" and a final paper that reflects on your approach to getting started.			
154-02	Hon EQ: Is Community Possible? 	Through critical and collaborative dialogue and shared imagining, the following course explores the avenues and impediments to the possibility of community in U.S. society. We examine not only the question of what a community <i>is</i> but also themes of social isolation and loneliness, democratic practice, the common good, and socio-structural and cultural difficulties.	MWF 11:00- 11:50	Dr. Timothy Frazier	No
154-03	Hon 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	Hon 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	<p>Hon EQ: Who Was/Is Jesus?</p> 	<p>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.</p>	MWF 12:00-12:50	Dr. Radu Bordeianu	No
154-06	<p>Hon EQ: Do We Need Others to Flourish?</p> 	<p>What does human flourishing entail, and do we need others to achieve it? In working together towards answering these questions, this course examines themes of social isolation, loneliness, recognition and mutuality, identity, friendship, and the role of social bonds in human development.</p>	MW 3:00-4:15	Dr. Timothy Frazier	No
154-07	<p>Hon EQ: What is African Thought?</p> 	<p>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 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>	TR 1:40-2:55	Dr. Jay Lambert	No

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

		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

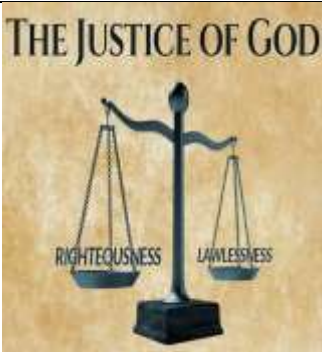


		<p>we all agree on that criterion while also maintaining all our unique differences? If not, why? Do all decisions have to be made according to ethical principles or only those that could have major consequences? How much do we or should we take into consideration the effects our decisions have upon 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>			
--	--	---	--	--	--

		<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	<p>Ethics are the philosophical, publicly debated principles that shape human societies, policies, and institutions. The study of ethics also constitutes a special and distinctive characteristic of a Duquesne education: many of our academic departments, centers, and schools have been shaped by some of the greatest ethicists in the world. All Duquesne students will take two courses in ethics; this one introduces students to the basic ideas, thinkers, questions, and methodologies of this broad and complex field</p>	MWF 9-9:50	Dr. Pooja Patel	No
155-05	Hon Fdns in Ethics	<p>Ethics are the philosophical, publicly debated principles that shape human societies, policies, and institutions. The study of ethics also constitutes a special and distinctive characteristic of a Duquesne education: many of our academic departments, centers, and schools have been</p>	MWF 10-10:50	Dr. Tina Nguyen	No

		shaped by some of the greatest ethicists in the world. All Duquesne students will take two courses in ethics; this one introduces students to the basic ideas, thinkers, questions, and methodologies of this broad and complex field			
155-06	Hon Fdns in Ethics		MWF 11-11:50	Dr. Fayla Junior	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	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

		<p>the course, students will engage in theological and moral reflection upon social issues, such as violence against women, racial profiling, and wrongful convictions</p>				<p>Responsibility (BRET),</p> <ul style="list-style-type: none"> ▪ Theology
205	<p>Hon International Study Abroad</p> 	<p>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.</p>	<p>Meets as a tutorial, to be arranged with Dr. Roberts while you are abroad. Please register for HONR 205R also</p>	<p>Dr. Kathleen Glenister Roberts</p>	<p>Yes – register for HONR 205R. We will arrange zoom meet times after you register</p>	<ul style="list-style-type: none"> ▪ Cultural Fluency (BRCF), ▪ Experiential Learning (BREL)
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</p>	<p>MW 4:25-5:40</p>		<p>No</p>	<ul style="list-style-type: none"> ▪ Communication & Creative Expression (BRCC) ▪ Cultural Fluency and Responsiveness (BRCF)

		<p>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>				
--	--	--	--	--	--	--


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),

		<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
--	---	--	--	--	--	--

		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

		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

		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

		<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>				
--	--	---	--	--	--	--

		<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>				
--	--	---	--	--	--	--

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

			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	

				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	



Marked Safe From

Regret