



Registration Guide for
Honors College students
& their Student Success Coaches

Who are preparing for
Spring Term 2024

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QuickStart Guide: Do's and Don'ts

Please DO:

- Pass six HONR courses before graduation (not including “R” courses)
- Maintain a minimum 3.3 GPA (we check this in your graduation semester)
- Take HONR classes as soon as you can, whenever you can. You are welcome to take more than six.
- Get your information about honors courses from this packet, Dr. Roberts, and/or Juliet. Other sources might confuse you.
- Discuss research and e-portfolio 0-credit options if you're worried about reaching six HONR classes before graduation.


Please do NOT:


- Worry that you might need certain specific HONR courses. **YOU DO NOT.**
- Ask how you can “make” a non-HONR course “honors.” **YOU CANNOT.**
- Ask how you can “make” study abroad courses “honors.” **YOU CANNOT.**
- Try to get “honors credit” for things that aren't HONR. **YOU CANNOT.**
- Attempt to take the Honors Symposium class before sophomore year. **IT'S A BAD IDEA.**


Checklist of Bridges CLE requirements:


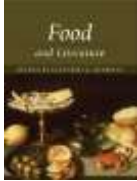
<i>Bridges requirement</i>	<i>BRDG option</i>	<i>HONR option</i>
On-Ramp: Intro to Bridges	Canvas site that does NOT count as a course. Recommended you take HONR 001 instead.	001
Information Literacy	100	-
Writing and Analysis	101	101
Writing and Literature	102	102
Essential Questions	EQ courses	154
Foundations in Ethical Reasoning	105	155
Communication and Creative Expression (BRCE)	Wide range of courses. Search by attribute: BRCE	204 (Enjoyment of Music, Pittsburgh Live) 208 (Steel Pan Band) 210-217 varies by semester (BRCE attribute)
Critical Thinking and Problem Solving (BRCT)	Wide range of courses. Search by attribute: BRCT	210-217 varies by semester. Look for BRCT attribute
Cultural Fluency and Responsiveness (BRCF)	Wide range of courses. Search by attribute: BRCF	203 (August Wilson House) 205 (Study Abroad) 208 (Steel Pan Band) 210-217 varies by semester (BRCF attribute)
Ethical Reasoning and Moral Responsibility (BRET)	Wide range of courses. Search by attribute: BRET	210-217 varies by semester. Look for BRET attribute
Quantitative and Scientific Reasoning (BRQS)	Wide range of courses. Search by attribute: BRQS	210-217 varies by semester. Look for BRQS attribute
Social and Historical Reasoning (BRSH)	Wide range of courses. Search by attribute: BRSH	203 (August Wilson House) 210-217 varies by semester (BRSH attribute)
Theology and Philosophy courses (1 each)	Must have THEO / PHIL subject code. Can be taken to fulfill competencies also.	210-217 varies by semester. Carry Theology or Philosophy attribute.
Experiential Learning (BREL)	Wide range of courses and opportunities. Search by attribute: BREL	203 (August Wilson House) 205 (Study Abroad)
Writing Enrichment	Wide range of courses. Search by attribute: BRWE	210-217 300 (Directed Readings)
Capstone (BRCP)	Offered by major and program	Honors Fellows courses: 395, 450, 495, 499

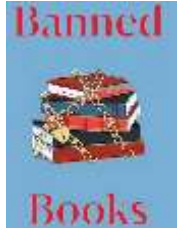
Spring 2024 HONR course descriptions


HONR	Title	Description	Days and Times	Professor	Do I need to register for a tutorial (“R”) section?	Bridges equivalent?
102-01	<p>Hon Writing & Literature:</p> <p>Sherlock Holmes</p> 	<p>Arthur Conan Doyle’s detective, Sherlock Holmes, has more fans today than he did at the end of the 19 c. when public outcry caused his author to bring him back from the dead. We can see this modern interest in the many prequels, sequels, rewrites, and crossovers that are in print and film, on tv, and online in Sherlock Holmes fan fiction communities. Many of these responses to Doyle’s detective are in novel form, including Graham Moore’s <i>The Sherlockian</i> and Mitch Cullen’s <i>A Slight Trick of the Mind</i>. Some are in short story form, such as Neil Gaiman’s “The Case of Death and Honey.” Nancy Springer’s YA novels featuring Enola Holmes have been adapted into graphic novels by Serena Blasco. Films and tv series which incorporate Sherlock Holmes and his world and comment on his modern cult status include Guy Ritchie’s films, PBS’s <i>Sherlock</i> series, and the <i>Enola Holmes</i> films. Online writings take many forms: chapters, letters, journal entries, etc. In this new fiction, Doyle’s plots and characters are either followed closely or only loosely, and often in order to play out various imagined scenarios. This course explores the cult of Sherlock Holmes by examining some of Doyle’s novels and stories that have Sherlock Holmes at their center as well as several of the films/tv shows and fiction produced by the character’s fans in order to consider how Sherlock</p>	MWF 9-9:50	Dr. Sue Howard	No	Yes - 102


		Holmes is used by fans and why the character has inspired such an enthusiastic following. Course Requirements include a presentation on film/tv treatments of Sherlock Holmes, one exam, an analytical paper, and a creative piece.				
102-02	Hon Writing & Lit: August Wilson 	<p>One of the most celebrated American playwrights of the 20th century, August Wilson (1945-2005) was known for his powerful renderings of African American culture, dialogue, and history. A Pittsburgh native and winner of two Pulitzer Prizes, Wilson wrote plays that enjoy enduring success among critics and audiences alike. This course highlights the Pittsburgh cycle, a group of ten major works (nine of which are set in Pittsburgh). Each play, seasoned with humor and grit, explores a critical issue facing black Americans during the twentieth century. Throughout the semester, students will read plays, analyze dramatic texts, write critical papers, listen to recordings, and discuss Wilson's poignant masterpieces. In addition, this course gives students an opportunity to build on the writing and analytical skills developed in Honors 101.</p>	TR 12:15-1:30	Dr. Kathy Glass	No	Yes - 102
102-03	Hon Writing & Lit:	Justice and injustice are frequent preoccupations in the plays of William Shakespeare (1564-1616). From Shylock's insistence that the law of contracts entitles him to cut a pound of flesh from the body of the merchant who owes him money to King Lear's belated realization that he has paid too little attention to justice and injustice, or the misery of his most impoverished	TR 11:00-11:50	Dr. Stuart Kurland	No	Yes- 102

	<p>Shakespeare & the Law</p> 	<p>subjects, Shakespeare's plays frequently enact conflicts that raise profound questions about power, morality, civil society, and human nature.</p> <p>Sometimes, as with Shylock's suit (which he loses), these conflicts are staged as legal trials, with judges (or rulers sitting in judgment), lawyers, and other officials disputing about the laws and their application. Kings and princes were believed to personify earthly justice. Two plays, <i>The Winter's Tale</i> and <i>Henry VIII</i>, depict kings who turn against their own queens, who are then forced to defend themselves in legal proceedings that are manifestly unfair. In <i>Hamlet</i>, similarly, Hamlet struggles to avenge his murdered father, the late King of Denmark, when the murderer—the King's own brother—has taken his place as the embodiment of rule and law. In other plays, the potential conflict between power and law is staged in mock trials or trial-like scenes, as in <i>Much Ado about Nothing</i>, where a wedding turns into a quasi-judicial proceeding when a bridegroom, misled by false testimony, accuses his bride of disloyalty, or <i>Measure for Measure</i>, where a ruler misuses his authority to try to take advantage of a religious novice, who has no place to turn for justice.</p> <p>Shakespeare and the Law will explore Shakespeare's treatment of justice and justice in these and other plays, seeking to understand more fully the range of Shakespeare's thinking about right and wrong and about human nature and conflict. Class sessions will be organized primarily around discussion. Where possible, readings will be supplemented with video selections from film or stage productions and adaptations. Course requirements will include several analytical essays, some of them informed by research in literary and dramatic scholarship, and both group and individual presentations. While this class may be of special interest to students pursuing or contemplating majors in fields such as Political Science, Forensics and Law, History, English, Theater</p>				
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		Arts, or Education, and to students planning to apply to law school, any Honors College student is welcome. No particular background in Shakespeare, literary or dramatic studies, or English history or law is assumed.				
102-04	Hon Writing & Lit: Jane Austen 	Jane Austen is everywhere. From film adaptations to you tube videos, action figures to pajamas, Austen’s writings, her legacy, and family history have now become a part of our cultural imagination. This course will consider Austen’s work in the context of popular culture. We will read Austen novels, and contemporary Austen spin-offs, watch film and television adaptations, and examine various Austen accessories, blogs, websites, and tourist attractions in order to ask why Austen’s narratives are still so engaging and relevant to 21 st century audiences.	TR 10:50-12:05	Dr. Laura Engel	No	Yes – 102
102-05	Hon Writing & Lit: Food & Lit 	“What’s for dinner?” We’ve probably all asked that question many times, but what happens when we stop and think about why the answer matters? To explore this question, we will explore how contemporary nonfiction writers and documentary filmmakers grapple with issues of food in relation to social justice, cultural identity, and the health of our environment and ourselves. Through a variety of reading and writing activities, we will heighten our understanding of the environmental impact of our food choices; the social implications of changing food ways among traditional ethnic communities; the spiritual dimensions of our relationship with food, and the ethics of food production, distribution, and consumption. We will also learn to analyze and critique the rhetorical approaches of the writers and filmmakers included on our syllabus.	TR 9:25-10:40	Dr. Thomas Kinnahan	No	Yes- 102



		Readings will include Jonathan Safran Foer’s <i>Eating Animals</i> , Michael Pollan’s <i>The Omnivore’s Dilemma: A Natural History of Four Meals</i> , and several other texts, as well as excerpts from works such as Michael Twitty’s <i>The Cooking Gene: A Journey Through African-American Cuisine in the Old South</i> , Alice Waters’ <i>We Are What We Eat: A Slow Food Manifesto</i> , and others. We will view several films, including <i>King Corn and Food, Inc.</i> , as well as portions of the Netflix series <i>High on the Hog: How African-American Cuisine Transformed America</i> .				
102-06	Hon Writing & Lit: Banned Books 	Book banning has been regularly in the news over the last couple of years, and the American Library Association noted that from January 1 to August 31, 2023, 3,923 titles were targeted for censorship in both school and public libraries. Of those books, the majority are titles from underrepresented groups. This course will look at the history of book banning alongside both literary texts who depict the dangers of book banning and censorship, like Ray Bradbury’s <i>Fahrenheit 451</i> , and books that are currently being targeted for banning, like George M. Johnson’s <i>All Boys Aren’t Blue</i> . In addition, we will discuss important legal cases surrounding censorship and obscenity as well as explore the development of the Miller Test—a set of legal standards for evaluating whether a book is obscene. We will look at the current rhetoric regarding book bans, exploring the arguments being made for banning certain books as well as the use of dog whistling, through phrases like “responsible resource selection,” as a political strategy. This course will ask you to think about	TR 1:40-2:55	Dr. Erin Speese	No	Yes- 102




		historical context, contemporary politics, and literary analysis in order to get a fuller picture of the legacy of book banning in the United States.				
102-07	Hon Writing & Lit: August Wilson 	<p>One of the most celebrated American playwrights of the 20th century, August Wilson (1945-2005) was known for his powerful renderings of African American culture, dialogue, and history. A Pittsburgh native and winner of two Pulitzer Prizes, Wilson wrote plays that enjoy enduring success among critics and audiences alike. This course highlights the Pittsburgh cycle, a group of ten major works (nine of which are set in Pittsburgh). Each play, seasoned with humor and grit, explores a critical issue facing black Americans during the twentieth century. Throughout the semester, students will read plays, analyze dramatic texts, write critical papers, listen to recordings, and discuss Wilson's poignant masterpieces. In addition, this course gives students an opportunity to build on the writing and analytical skills developed in Honors 101.</p>	TR 1:40-2:55	Dr. Kathy Glass	No	Yes- 102

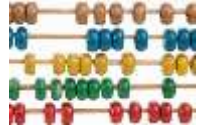
HONR	Title	Description	Days and Times	Professor	Do I need to register for a tutorial ("R") section?	Bridges equivalent?
154-01	EQ: Is Technology Good? 	<p>You have matured amidst digital and biological technologies: smartphones, wifi, social media, dating apps, artificial intelligence, facial-recognition software, mass surveillance, genomics, and genetic engineering. None of these technologies existed when the professor of this course was born. Are you better off? This course will consider this question. The answer will not likely be a simple yes or no. However complex our answer, our goal will be to understand our lives</p>	TR 9:25-10:40	Dr. Patrick Miller	No	Yes- Essential Questions Philosophy



		<p>better, inasmuch as we are all now living with the irrevocable changes these technologies have made to them.</p> <p>These 21st century technologies seem revolutionary, but so too did the myriad technologies that preceded them in the 19th and 20th centuries: the steam engine, vaccines, electricity, the light bulb, the railroad, the machine gun, anesthesia, pharmaceuticals, the camera, the telephone, movies, the stethoscope (followed by X-rays, MRI, ultrasound, and CT scan), the internal-combustion engine, the radio, the automobile, the airplane, the tank, penicillin, refrigeration, synthetic fertilizer, the television, organ transplants, the nuclear bomb, rockets and satellites, oral contraception, the computer, the internet, etc. Can you imagine life before these technologies? Has your life been all that different from the lives of those who also had to adapt to revolutionary new technologies?</p> <p>Harder still to imagine are the revolutions in human experience effected by the arrival of earlier and more basic technologies: the microscope, the telescope, gunpowder, the caravel, the printing press, the codex, the compass, the sextant, papyrus, the sail, the nail, iron smelting, the abacus, the chariot, the wheel, bronze smelting, domestication of animals, farming, fire ... the gods? The many religions of the world cannot all be true, so at least some of them must have been invented to solve human problems. Has religion therefore been a “technology”?</p> <p>It is easy to think of a new machine or medical intervention as a technology, some artifact we create, but we also create ideas that dramatically change our lives: formal logic, the calculus, the</p>				
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		<p>binary number system, or the idea of science itself. Are these technologies? What about new types of art: opera, tragedy, and comedy; mosaics, amphorae, and cave paintings? Do these not also revolutionize our interaction with the world? The same questions may be asked about new ways of organizing ourselves, such as the factory, the hospital, or the prison. Likewise for the state and the economy: democracy, capitalism, socialism, feminism, banking, bureaucracy, etc.</p> <p>All of the above have changed us as a species. We've made these technologies, but they in turn have made us. We are creators but also created to some extent by our creations. So are we, human beings, not the ultimate technology? What then is driving all this development? Might this driving force transform us someday into something non-human, or superhuman? To what end? Fortunately, one of our technologies is philosophy, which we've devised to ask, and even answer, such questions. By using this peculiar technology you will become more aware when you interact with technology. You might thereby become more free and powerful when you do so—if this is possible.</p> <p>To that end, we will read philosophical texts and watch philosophical films. Among the texts, we will read selections from antiquity to the present: by Plato, Aristotle, Lucretius, Ovid, Hume, Hegel, Marx, Freud, Spengler, Heidegger, Wittgenstein, Kripke, Foucault, Ellul, Solomon, Kaczynski, Land, and Mitchell. For films, we will watch several Black Mirror episodes and a few feature-length films (2001 A Space Odyssey and Ex Machina).</p>				
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154-02	EQ: Living in a Material World? 	<p>There are different scientific ways to study matter: as chemically composed, as spatially located, or as a bearer of force and energy. But what about studying matter as humanly significant? Why and how does matter itself matter to us as human beings? What does it mean in our lived experience to be material creatures living in a material world? What are the boons and banes of being material creatures in a material world? How does the matter of our bodies and lives and the matter of the world have ethical and political significance? How does human life feel because we are material creatures in a material world? Do our material bodies and material world point to something beyond the material—God, the soul, or the spirit? Or is the material all there is and all there can be? To engage these questions, we will read an ancient Christian text (Augustine’s Confessions), a modern atheistic text (Alex Rosenberg’s Atheist’s Guide to Reality: Enjoying Life Without Illusions), and other philosophical and literary reflections on how materiality factors in areas such as gender and pregnancy (Iris Marion Young), race (Franz Fanon), literature (J.M. Coetzee), the nature of “things” (Jane Bennett), and religion (Rowan Williams).</p>	TR 12:15-1:30	Dr. Jeff McCurry	No	Yes – Essential Questions Philosophy
154-03	EQ: Who Was/Is Jesus? 	<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>	TR 10:50-12:05	Dr. Radu Bordeianu	No	Yes – Essential Questions Theology



154-04	EQ: Does God Exist? 	<p>This course examines the claims atheists make against faith and the responses believers make to these claims. Those who take this course may expect to gain a solid understanding of the most prominent traditional arguments in favor of God's existence, along with the counterarguments against them. The course emphasizes a balanced approach between the two, inviting students to think critically about the material and to formulate their own conclusions</p>	TR 9:25-10:40	Dr. Marie Baird	No	Yes – Essential Questions Theology
154-05	EQ: Why Do Feelings Matter? Size of Feelings 	<p>Feelings are a basic human experience: we all have them, and some studies suggest we all have more of less the same basic subset of them. In this course, we'll look at texts from the ancient world through the present that discuss the value of emotion in human experience. From Aristotle through Shakespeare to the Marvel Cinematic Universe, understandings of emotion have shaped how we construct other categories like gender, class, and race, as well as whose experience is considered valid and whose isn't. In this class, our focus will be both on thinking through some of the history of how we understand emotion in the West, as well as what our feelings mean and what value they have for our own experience as we navigate the world.</p>	TR 3:05-4:20	Dr. Danielle St. Hilaire	No	Yes – Essential Questions
154-06	EQ: What is the Holocaust? 	<p>This course examines the history of the Holocaust by addressing a set of troubling questions that are commonly connected with the murder of six million Jews and members of other ethnic groups during World War II. Why did antisemitism become so prominent in Germany? Why were Jews a target in the first place? How could ordinary people be turned into ruthless mass murderers, and why was it not possible to stop this unspeakable crime from the outside? This class will follow</p>	TR 3:05-4:20	Dr. Joerg Neuheiser	No	Yes- Essential Questions



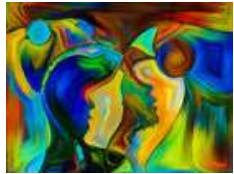
		recent research on both perpetrators and victims, discuss the complicated story of collaboration and resistance, and explore how the memory of the Holocaust has influenced post-war developments from 1945 till today. What, ultimately, then is the Holocaust? While nobody might be able to fully answer this question, students taking this course will gain a detailed understanding of the Holocaust in its time, and what it means to live in a world in which such crimes were (are?) possible.				
154-07	EQ: What Counts? 	<p>We are surrounded by numbers: they describe, constrain, enlighten, and sometimes frighten us. Why are some numbers so important? Why do we value those numbers? If you are curious and enjoy a journey, this course is for you. The course covers the numbers of our daily life, where they come from, and their correct interpretation. We will explore a variety of numbers that count from such surveys as the Census, Bureau of Labor Statistics, along with Performance Evaluations, Student Evaluation Surveys, Minimum Wage, SAT Scores, blood pressure and body temperature. Should it really be 98.6? We will also explore comparative ideas such as the gross domestic product with Gross National Happiness (Bhutan). This is not a mathematics class; it is about provenance. Along the journey, you will have "aha" moments, and moments of creative expression, examine quantitative reasoning needed to be a global citizen, and critically think across many areas. Finally, through the activities you will learn a bit about yourself.</p>	TR 10:50-12:05	Dr. James Schreiber	No	Yes – Essential Questions

HONR	Title	Description	Days and Times	Professor	Do I need to register for a tutorial ("R") section?	Bridges equivalent?
155-01	Hon Intro to Ethical Reasoning: 	<p>This course is meant to provide students with opportunities to refine and apply their ethical reasoning through engaging new perspectives and real-world applications of philosophical reasoning. To that end, some of the course readings have been pre-selected to provide a foundational knowledge about some philosophical concepts and areas of inquiry, but the rest of the readings will be determined by the students based on their interests and questions. Work in this class will be a mix of in-class group activities and projects, as well as individual writing and presentation assignments.</p>	MWF 10:00-10:50	Dr. Jeffery Lambert	No	BRDG 105
155-02	Hon Intro to Ethical 	<p>Ethics is a subject that touches virtually every aspect of our lives. Whether it's developing productive habits, deciding how best to treat others, or considering the consequences of our actions, ethics will have something to say about it. For many ancient philosophers, ethics was the study of how to live the best possible life. Since they thought that governments were responsible for providing good lives to their citizens, they saw ethics and politics as inextricably bound. Modern ethics, by contrast, focuses on coming up with standards for deciding whether an action is moral and good. For the most part, it focuses on individuals and their moral obligations, and modern political science works independently of ethics. In this course, we'll study both ways of doing ethics, and we'll do so by reading and discussing the works of ethicists both ancient and modern.</p>	TR 12:15-1:30	Prof. Christopher Lutz	No	BRDG 105


155-04	Hon Intro to Ethical Reasoning: 	<p>Ethics is a subject that touches virtually every aspect of our lives. Whether it's developing productive habits, deciding how best to treat others, or considering the consequences of our actions, ethics will have something to say about it. For many ancient philosophers, ethics was the study of how to live the best possible life. Since they thought that governments were responsible for providing good lives to their citizens, they saw ethics and politics as inextricably bound. Modern ethics, by contrast, focuses on coming up with standards for deciding whether an action is moral and good. For the most part, it focuses on individuals and their moral obligations, and modern political science works independently of ethics. In this course, we'll study both ways of doing ethics, and we'll do so by reading and discussing the works of ethicists both ancient and modern.</p>	TR 3:05-4:20	Prof. Christopher Lutz	No	BRDG 105
155-61	Hon Intro to Ethical Reasoning: Rule Breakers	<p>The 10 Commandments are not simply for Sunday School/PSR. Through film, biblical studies, and lively discussion, we explore the relevance of this foundational moral code on your life.</p>	R 6:00-9:00 pm	Dr. Ken Parker	No	BRDG 105

HONR	Title	Description	Days and Times	Professor	Do I need to register for a tutorial (“R”) section?	Bridges Equivalent?
199-55	Honors Symposium 	<p>Honors College sophomores and above who:</p> <ul style="list-style-type: none"> ▪ Were admitted to the Honors College in their second Duquesne semester, or later OR ▪ Want to transfer in CHS, AP, IB, etc. credit OR ▪ Study abroad or are otherwise unable to take six HONR tutorials <p>Are eligible for this course. The format is online and asynchronous. Using online resources and meetings with the instructor, students will develop a symposium abstract and poster or video <i>based on a paper or presentation that was already written in a previous semester</i>. Students are not permitted to create new research projects for the symposium alone. With the help of an additional faculty advisor, students will submit their abstracts and present their posters or videos at Duquesne’s Undergraduate Research and Scholarship Symposium (URSS) in April. Students must adhere to all rules and deadlines of the URSS in order to pass the class. This course can count as one of the six HONR courses needed for graduation.</p>	Online, Asynchronous (Do in your own time, follow official deadlines)	Kevin Henderson	No	None, but can be counted as one of six HONR courses for graduation




HONR	Title	Description	Days and Times	Professor	Do I need to register for a tutorial ("R" for Recitation) section?	Bridges equivalent?
203	Honors Tutorial SJ: August Wilson House 	<p>This course approaches social justice issues such as community trauma, poverty, and inequity head-on by working side-by-side with community partners in the Hill District. The crux of the course is in event planning and community organizing; students will participate in the creation of events and art enrichment plans for August Wilson House. It is a tutorial, meeting for one hour per week during regular semester weeks of class. You must co-register for HONR 203R.</p>	<p>Meets as a tutorial. You must register for HONR 203R, which meets on Fridays 11-11:50</p>	<p>Dr. Erik Garrett</p>	<p>Yes</p>	<p>Experiential Learning (BREL), Cultural Fluency (BRCF), Communication, Writing-Enriched</p>
204	Hon Sem CA: Enjoyment of Music 	<p>This course leads to an understanding of how music's basic elements, melody, harmony, rhythm and form, are used to communicate the composer's expressive intent. The Enjoyment of Music: Pittsburgh Live is an experiential class. We will listen to a wide variety of music, and we will attend live and virtual performances. There will be two evening performances that occur outside of class time.</p>	<p>TR 4:30-5:45</p>	<p>Dr. Ed Kocher</p>	<p>No</p>	<p>Communication and Creative Expression (BRCC), Social and Historical Reasoning (BRSH)</p>



205	Hon International Study Abroad 	<p>Honors College students are encouraged to study abroad. This course allows students to explore a topic of their choosing and add reflective exercises to their travels. Students will work with the instructor to determine what form their coursework will take and 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. Lucente while you are abroad. Please register for HONR 205R also</p>	<p>Dr. Carla Lucente</p>	<p>Yes – register for HONR 205R. We will arrange zoom meet times after you register</p>	<p>Cultural Fluency (BRCF), Experiential Learning (BREL) Writing Enriched</p>
208	Hon Musics of Africa and the African Diaspora: Steel Pan Band ! 	<p>In this course you will learn to play in a steel drum band! 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>TR 4:25-5:45</p>	<p>Prof. Ken Schrader</p>	<p>No</p>	<p>Communication & Creative Expression (BRCC), Cultural Fluency and Responsiveness (BRCF)</p>
210	Hon Tutorial: Philosophy as a Way of Life 	<p>What gives our lives meaning? What do you value most, and why? What are you doing with your life? Is there a God? Is there an afterlife? How do big abstract ideas shape how you concretely live your life? How do our beliefs affect other people?</p> <p>Life is full of these sorts of “big questions,” and we all think about them from time to time. So, if we think of Philosophy as a way of life, it cannot be limited to the classroom or to a single semester. Instead, this course</p>	<p>Meets as a tutorial. Choose ONE section of 210R</p>	<p>Dr. John Reilly</p>	<p>Yes – choose ONE section of 210R: T 11:00-11:50 OR W 11:00-11:50 OR R 11:00-11:50</p>	<p>Critical Thinking (BRCT), Philosophy, XPHL, Writing Enriched</p>




		<p>looks at several ways of framing important questions, understanding the world and oneself, and living a mindful and purposeful life.</p> <p>Philosophy as a Way of Life will also be reflected in the course’s pedagogy. Life does not give us definitive answers for how to live; the teacher will not, and cannot, give definitive answers to these questions either. (He will, however, help you understand what the complicated texts are actually saying though.) Frequently, “living the questions” is more important than finding the answers. As a result, the seminar will be structured in the Socratic method, where the teacher asks questions and is as much a student of life as everyone else. As a class, we will work together to interpret, discuss, think, learn, and grow.</p> <p>This course has three units. The first looks at several ancient philosophers and examines how they approach Philosophy as a way of life. The second unit uses modern Philosophy to examine the “big questions” which we all must ask as an individual, (e.g. Who am I? What is the meaning of Being? Is there an afterlife? Am I currently living in a computer simulation? etc.). The third unit examines how one’s beliefs and actions affect other people (e.g. how does any belief I have about racism, sexism, classism, etc. concretely affect other people around me? In what ways should that influence my beliefs in the first place?). Students must</p>				
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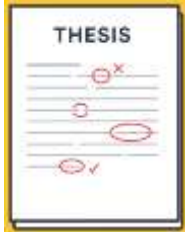
		also register for one section of HONR 210R with Dr. John Reilly.				
212	Hon Tutorial: Psychology of Nature 	<p>Our “Psychology & Nature” course will explore the psychological dimensions of humankind’s relationship with the rest of nature, and the ecological dimensions of human psychology. Well-being humankind and for the rest of nature co-arise in concert, in a mutually dependent relationship; so too the lack of well-being. Psychologists often emphasize that our relations with others may bring forth health or suffering, for both oneself and others. This is also true in our relations within the shared earth community. While we often forget it, we all know that contact with nature enhances our health. Remember how wonderful it feels be blessed with a fresh breath of air, to see a deer bound through the woods, to really trust your deep sense of things when making an important choice, to enjoy a fun day at the beach, and to taste a luscious watermelon. In contrast, contact with a ravaged natural world is immensely painful in obvious and not so obvious ways. Global warming, climate disruption, mass extinction of species, water shortages, poisoned air and water: These devastating phenomena are evident in our home towns and around the world. Also evident is detrimental impact on our physical health, for example, with cancers coming from environmental toxins and asthma from polluted air. Less evident, but equally perilous, is the psycho-spiritual trauma of losing our conscious contact with earth’s</p>	<p>Meets as a tutorial. Choose ONE section of 212R</p>	<p>Dr. Will Adams</p>	<p>Yes – choose ONE section of 212R: T 9:25-10:40 OR R 9:25-10:40</p>	<p>Critical Thinking (BRCT), Social & Historical Reasoning (BRSH), Psychology, XPSY Writing Enriched</p>

		<p>glorious beings and presences, those who have been our relational partners throughout the ages. Clearly, our ecological crisis is not only a biological crisis, but more deeply an ethical crisis of consciousness, culture, and relationship – all key area of psychology’s expertise. Thus, the relatively new field of ecopsychology is now contributing to an interdisciplinary “psycho-cultural therapy” devoted to the mutual well-being of humans and the rest of nature. This profound ethical calling is the context for the recent emergence of ecopsychology, and for the present course. Indeed, this is the “great work” of our time, as Thomas Berry so powerfully put it. It is also a special opportunity and responsibility for college age citizens like each of you.</p> <p>The course will focus on in-class exploration of readings and experiential activities, along with experiential contact with nature outside of class. Most importantly, students will develop a depthful understanding of the material from this course as it relates to their personal lives, to their chosen or anticipated academic major, and to the lives of others (both human and other-than-human). Students must also register for one section of HONR 212R with Dr. Will Adams.</p>				
213	Hon Tutorial: Race Gender Sexuality	This tutorial will explore readings (literary and theoretical) in race, gender and gender identities and expression, immigration, and	Meets as a tutorial. Choose ONE	Dr. Emad Mirmotahari	Yes – choose ONE section of 213R:	Cultural Fluency and Responsiveness

		disability, among other topics related to social justice. For instance, we'll read and discuss feminist theory, race theory, and disability studies. Students will produce an end-of-semester project that will reflect their particular interests and their academic and vocational aspirations. There will also be an off-campus event/outing toward the end of the semester. Students must also register for one section of HONR 213R with Dr. Emad Mirmotahari	section of HONR 213R		R 6:00-6:50 OR R 7:00-7:50 OR R 8:00-8:50	(BRCF), Communication & Creative Expression (BRCC), English, Writing Enriched
214	Hon Tutorial: War and Peace in the Christian Tradition 	The decision of whether and when to use lethal force has long been a vexing problem within the Christian tradition. This course will explore, both historically and analytically, how Christians have understood and wrestled with the decision to use force. The course will focus on the just-war ethic, but we will also explore the challenge presented to this ethic by the tradition of non-violence and the nature of modern warfare. Test cases will be used to deepen our understanding of the just-war ethic, including both its strengths and limitations. Students must also register for one section of HONR 214R with Dr. Bailey.	Meets as a tutorial. Choose ONE section of HONR 214R	Dr. Jim Bailey	Yes – choose ONE section of 214R: M 12:00-12:50 OR W 12:00-12:50	Ethical Reasoning and Moral Responsibility (BRET), Critical Thinking (BRCT), Theology, XTHE, Writing Enriched
215	Hon Tutorial: Music and Ritual 	The daily life of humans includes rituals. They mark meaning that can be sacred and secular. The intersection of ritual and music speaks of liturgy and life and accompanies the human experience of living. This course will investigate the art of ritual and basics of music and the ways in which the music of ritual gives meaning and accompaniment to the human experience.	Meets as a tutorial. Choose ONE section of HONR 215R	Dr. Thomas Octave	Yes – choose ONE section of 215R: M 6:00-6:50 OR M 7:00-7:50 OR M 8:00-8:50	Communication & Creative Expression (BRCC), Social & Historical Reasoning (BRSH), Theology,

		Students must co-register in a section of 215R with Dr. Octave				Writing-Enriched
216	Hon Tutorial: Invention of Philosophy 	<p>The goal of this course is to explore how to think and ask critical questions in any academic field. A wide range of methods for this questioning is available to us: Socratic questioning, the scientific method, Aristotle's "four things into which we inquire," Skeptics' modes of argument, Descartes, and others. We are fond of questioning everything around here – bring those challenges to this course, which will be immediately applicable to your chosen major. Students must also register for one section of 216R with Prof. Christopher Lutz.</p>	<p>Meets as a tutorial. Choose ONE section of HONR 216R</p>	<p>Prof. Christopher Lutz</p>	<p>Yes – choose ONE section of 216R: T 6:00-6:50 OR T 7:00-7:50 OR 8:00-8:50</p>	<p>Critical Thinking (BRCT), Philosophy, XPHL, Writing Enriched</p>
217	Hon Tutorial: Exile and Migration: Latino-US Identities, Border Issues and Hyphenated Americans. 	<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 217R with Dr. Eduardo Ruiz.</p>	<p>Meets as a tutorial. Choose ONE section of HONR 217R</p>	<p>Dr. Eduardo Ruiz</p>	<p>Yes – choose ONE section of 217R: T 9:25-10:15 R 9:25-10:15</p>	<p>Comm and Creative Expression (BRCC), Cultural Fluency and Responsiveness (BRCF), Modern language, BRWR</p>

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	Online, 1-9 credits. Arrange meetings with your faculty mentor	Dr. Kathleen Glenister Roberts administers the course but you will choose a faculty mentor	No	Writing-enriched course
395	Honors Fellowship 	One of two required courses to achieve Honors Fellow status, or to denote progress toward a national fellowship application.	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 award, Senior Scholar award, or as elective.	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	Online, 0 credits. Discuss with your faculty	Kevin Henderson administers the course	No	Part of Honors College capstone. Can be added to your

		be taken in the semester when you are completing your project.	mentor what form your presentation will take.	but you will need a faculty mentor		departmental capstone.
499	Honors Thesis 	This course is 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.	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.