



Registration Guide for
Honors College students &
their Student Success Coaches

Who are preparing for
Summer and Fall terms 2023

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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: (Bridges CLE is replacing UCOR. University Core Curriculum classes will no longer be offered)


Bridges requirement	BRDG option	HONR option
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 (BRCC)	Wide range of courses. Search by attribute: BRCC	204 (Enjoyment of Music, Pittsburgh Live) 207 (Horror Film) 208 (Steel Pan Band) 210-216 varies by semester Look for BRCC
Critical Thinking and Problem Solving (BRCT)	Wide range of courses. Search by attribute: BRCT	210-216 varies by semester. Look for BRCT attribute
Cultural Fluency and Responsiveness (BRCF)	Wide range of courses. Search by attribute: BRCF	202 (Steel Pan Band) 203 (August Wilson House, spring only) 205 (Study Abroad) 210-216 varies by semester (BRCF attribute)
Ethical Reasoning and Moral Responsibility (BRET)	Wide range of courses. Search by attribute: BRET	210-216 varies by semester. Look for BRET attribute
Quantitative and Scientific Reasoning (BRQS)	Wide range of courses. Search by attribute: BRQS	210-216 varies by semester. Look for BRQS attribute
Social and Historical Reasoning (BRSH)	Wide range of courses. Search by attribute: BRSH	203 (August Wilson House, spring only) 210-216 varies by semester (BRSH attribute)
Theology and Philosophy courses (1 each)	Must have THEO / PHIL subject code. Can be taken to fulfill competencies also.	210-216 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, spring only) 205 (Study Abroad)
Writing Enrichment	Wide range of courses. Search by attribute: BRWE	210-216 (all 200-level tutorials are writing-enriched)


		300 (Directed Readings) and ALL TUTORIAL COURSES
Capstone (BRCP)	Offered by major and program	Honors Fellows courses: 395, 450, 495


Summer 2023 HONR courses: all will be offered online. All except 155 are 0-credit.


HONR 001	Bridges “On Ramp”	For incoming freshmen and transfers.
HONR 155	Honors Intro Ethics	Online course taught by Dr. Roberts. Fulfills Bridges foundation in ethics.
HONR 275	Advanced Honors I	For students who entered Honors College sophomore year
HONR 295	Honors Research	For aspiring Honors Fellows
HONR 375	Advanced Honors II	For students who entered Honors College sophomore year
HONR 395	Honors Fellowship	For aspiring Honors Fellows
HONR 475	Honors Portfolio	For students who entered Honors College sophomore year
HONR 495	Adv Hon Symposium	For aspiring Honors Fellows



FALL 2023 HONR course descriptions

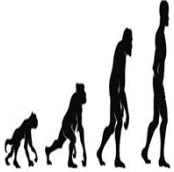
HONR	Title	Description	Days and Times	Professor	Do I need to register for a tutorial ("R") section?	Bridges equivalent?
101-01	Honors Writing and Analysis 	We will consider themes of "memory and revision" in our reading and writing assignments. Exploring many literary genres, including creative non-fiction, drama, poetry, and novels, we will examine "memory" and overlapping issues of identity, place, history, and culture.	MWF 10-10:50	Dr. Kathy Glass	No	Yes - 101
101-02	Honors Writing and Analysis	Regardless of your school or major, Honors Writing and Analysis is one of the most important classes you will take at Duquesne, designed to help you develop your skills and confidence in reading, writing, and thinking critically and in working collaboratively on a college level. HONR 101 is the Honors College's version of the required BRDG 101, and every section aims to achieve similar Student Learning Outcomes related to college-writing, including rhetorical awareness and critical thinking, writing processes and conventions, and critical reading and ethical research. In this section, our required text on writing will be supplemented by several literary works (two novels, a collection of poems, and	TR 12:15-1:30	Dr. Stuart Kurland	No	Yes - 101

		three plays) that explore themes related to family, place, and/or history.				
101-03	<p>Honors Writing and Analysis</p> 	<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, 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>	TR 1:40-2:55	Dr. Sue Howard	No	Yes- 101




101-04	<p>Honors Writing and Analysis: Global Writing of the Diaspora</p> 	<p>This section of HONR 101 looks at diasporic writers who address the conflicts between new and home cultures because of their migration away from their homeland. I imagine that many of you have not heard the term “diaspora,” but it describes people who live in other places from their homeland. In this case, it describes writers who live in these other places and whose literary texts reflect the engage with the mixing of different cultures and experiences as well as what it means to have a split identity between two worlds. As part of this course, we will look at writers from different genres including short story, novel, drama, and poetry. You will have the opportunity to produce creative as well as analytical writing. We will also examine academic writing in the discipline of English, particularly writing about literature. We begin the semester with creative writing, using Ta-Nehisi Coates’s <i>Between the World and Me</i> as a model text where you’ll produce the Personal Is Political assignment. We will then move to analyzing literary texts through literary critique by looking at writing from the discipline of English. After determining the constraints of the genre, we will then engage in developing critical thinking, close reading, and argumentative skills in two major essays for the course—a Close Reading essay</p>	TR 10:50-12:05	Dr. Erin Speese	No	Yes - 101
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		and a Final Researched Literature Argument Paper. By the end of the semester, you will be better readers by learning to think analytically about literature through global, social, cultural, and historical contexts and better writers by developing your ability to link claims, evidence, and analysis through thoughtful academic structure and prose.				
101-05	Honors Writing and Analysis 	In "Coming of Age," we will explore several "coming of age" narratives—filmic, literary, etc.—from around the world for the purpose of examining what the categories "childhood," "youth" and "adulthood" mean, what their criteria are, how these categories are made, remade, and unmade in different cultural contexts, and why they are so enduringly captivating to society as subject matter for storytelling. To facilitate your critical understanding of "coming of age," you will also produce work in various genres that combine scholarly and creative thinking—poetry, argumentative essays, memoir/journaling, podcasts, blogging, filmmaking, etc.	MWF 11-11:50	Dr. Emad Mirmotahari	No	Yes - 101
101-06	Honors Writing and Analysis : The Power of Stories	In this course we will explore literary and cinematic narratives from multiple cultural traditions, with a particular—but not exclusive—emphasis on coming-of-age stories from the 21st and late 20th centuries. Course readings will include Born a Crime, Trevor Noah’s memoir of growing up in apartheid South Africa;	MWF 3-3:50	Dr. Tom Kinnahan	No	Yes – 101

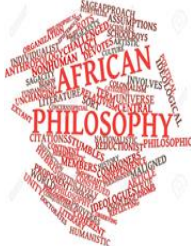
		<p>Persepolis, Marjane Satrapi's graphic novel about childhood in revolutionary era Iran; Stephen King's The Body, a novella tracing a group of working-class kids on a journey toward maturity, and a variety of other texts. Our goals will be to become familiar with critical terms and methods used in literary and cinematic analysis; explore the power of stories and the ways they function in our personal, professional, cultural, and political lives; and most importantly, sharpen critical writing, reading, and thinking skills that will be transferable across academic disciplines and that rate highly in employers' lists of priorities.</p>				
101-07	<p>Honors Writing and Analysis</p> 	<p>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 21st century audiences.</p>	MW 3:00-4:15	Dr. Laura Engel	No	Yes - 101



HONR	Title	Description	Days and Times	Professor	Do I need to register for a tutorial ("R") section?	Bridges equivalent?
154-01	EQ: Does Evolution Matter? 	<p>Why do humans desire, feel, think, and act as they do? Philosophers have for millenia answered those questions with theories of human nature. After the Darwinian revolution in biology, however, there are new answers to those questions because there is a new theory of human nature: our minds, like our bodies, evolved according to the pressures of natural selection, so that we desire, feel, think, and often act in the ways that were favored by our ancestors, both human and non-human, even when those ways make far less sense now.</p> <p>This course will begin with the basics of evolutionary theory, ensuring that everyone understands how Darwin revolutionized biology. In order to appreciate that revolution, we'll spend a little time first with Aristotle (whose theory of nature, and thus human nature, Darwin overturned), then read some excerpts from his Origin of the Species and The Descent of Man. These preliminaries will give us solid ground on which to ask: does evolution matter? Obviously, it matters to science. But does it matter in our</p>	TR 9:25-10:40	Dr. Patrick Miller	No	Yes – Essential Questions

		<p>everyday lives? We will spend most of the course reading several books which argue that it does:</p> <p>Stewart-Williams, <i>The Ape That Understood the Universe</i></p> <p>Buss, <i>The Evolution of Desire</i></p> <p>Ness, <i>Good Reasons for Bad Feelings</i></p> <p>Hoffman, <i>The Case Against Reality</i></p> <p>The first book shows, among other things, how our evolutionary history explains our morality and culture, as well as our ability to understand the world. The second book, like the first, shows how the differences between the sexes, and the peculiarities of sexual desire, have played crucial roles in that history, not to mention the present. The third book, like the second, shows how our emotions evolved to help us succeed in the primitive conditions of small social groups (“tribes”) where our minds evolved. Finally, the fourth book challenges the first one by arguing that the forces of natural selection produced human minds attuned not to reality but to survival and reproduction in the harsh conditions of pre-history. Our course will thus come full circle to contemplate an ape that misunderstands the universe.</p> <p>That ape is us, and whether or not we understand the universe, we must live our lives with the desires, emotions, and thoughts that we have inherited from our ancestors’ struggles to survive,</p>				
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		reproduce, and raise their young within it. This course aims to help you live your life well by revealing that evolution matters because it explains your nature.				
154-02	EQ: Does God Exist? 	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.	MWF 11-11:50	Dr. Marie Baird	No	Yes – Essential Questions
154-03	EQ: Is Fascism Over? 	You can't check the news these days without stumbling across the word "fascism." Journalists, pundits, and politicians use it, but very few of them know what fascism actually was. In this course, we will explore the history of fascism, from its 19 th century origins to its rise after World War I, its defeat in World War II, and its persistence and resurgence in the decades since.	TR 12:15-1:30	Prof. Patrick Stelzel	No	Yes – Essential Questions
154-04	EQ: Why Am I Imagining Things? 	We are all imaginative beings. The capacity to imagine and create enriches our humanity, fostering connections with others and our environments. This course grows out of questions such as: Why do we need imagination as humans? What does it mean to be creative, to be a creative being? How does imagination exist in our everyday lives? How can or do we bring imagination into our lives? How are creativity and imaginative activity linked? What prompts imaginative creativity, and how can we be creative? How is creativity linked to expression, to	MW 4:25-5:40	Dr. Linda Kinnahan	No	Yes – Essential Questions


		self-expression, to self-understanding? How is imaginative creativity both playful and purposeful? We will explore ideas about imagination and creativity, ranging from the (literary, visual, musical, and performance) arts to science to popular culture. Thinking critically and creatively, we will draw upon our own imaginative capacity in writing and talking, as well as engaging with creative processes. Our class sessions will be comprised of discussion and creative practice. Everyone will design and develop some kind of creative project over the course of the semester, generated by individual interests.				
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	Yes- Essential Questions
154-06	Hon EQ: Yinz seen the Rivers? 	From its days as a frontier outpost to its legacy as the "Steel City," Pittsburgh and Western Pennsylvania have played an outside role in shaping American history. This course will explore more than two centuries of this history to understand the development of the City of Pittsburgh and the region, including the importance of Pittsburgh as a trading site and military garrison, the rise and fall of steel, Pittsburgh's cultural and sports legacy, and the rise of its current "eds and meds" economy. Along	MW 3:00-4:15	Dr. Andrew Simpson	No	Yes- Essential Questions


		the way, we will see what makes Pittsburgh unique and think about how the region's past and future can intersect to create meaningful change for the next two centuries.				
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 Lampert	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 Foundations in Ethics: 	<p>This course we will do a deep dive into examples of ethical and moral actions and how we "measure" the goodness of an act (students will bring their own examples, and we will look at famous actions in philosophy, history, politics, film and tv shows). We will discuss these actions using two theories: Aristotle's and Kant's. Aristotle famously teaches that acting well involves doing the correctly measured action (i.e., the "golden mean" of doing an action at the right time, to the right person, with the right tools, for the right reason, not too much or too little, etc.); Kant famously teaches that we find out what the moral action is by looking inward to find the rational and universal action, and he says we ought to do that action as our duty even when we don't want to or have little chance of success given the circumstances.</p>	MW 3-4:15	Dr. Jennifer Bates	No	BRDG 105
155-02	Hon Foundations in Ethics: 	<p>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</p>	TR 12:15-1:30	Dr. Kelly Arenson	No	BRDG 105


		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?				
155-03	Hon Foundations in Ethics:	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.	TR 3:05-4:20	Prof. Christopher Lutz	No	BRDG 105

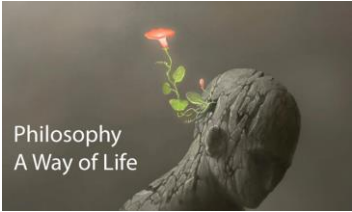
Experiential Courses in Music and Theatre, as well as tutorials, are on the next few pages. They fulfill Bridges competencies. ALL of the attributes listed in the far right column DO apply to the courses. (In other words, yes, a course can count for four things 😊)

HONR	Title	Description	Days and Times	Professor	Do I need to register for a tutorial ("R" for Recitation) section?	Bridges equivalent?
204-01	Honors CA: Enjoyment of Music Pittsburgh LIVE 	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.	TR 3:05-4:20	Dr. Ed Kocher	No	<ul style="list-style-type: none"> ▪ Communication and Creative Expression (BRCC), ▪ Social and Historical Reasoning (BRSH)


204-02	<p>Honors CA: THEA: Improvisation</p> 	<p>This course is designed to use the art of improvisation to strengthen skills in communication & collaboration, and find the natural impulses that make humans relate to each other, even in uncomfortable situations. Through hands-on formats, students will participate in various acting scenarios that broaden the ability to think on their feet, finding creative ways to move a moment forward. The art of improv will be used to demonstrate how humans use it on a daily basis to overcome unexpected situations in the work, school, or home environment. Students will also learn that improvisation is not a limited theatrical form (i.e. comedy) and will be provided opportunities to create and workshop formats that focus on empathetic response to a variety of social situations.</p>	TR 12:15-1:30	Dr. Jill Jeffrey	No	▪
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205	<p>Hon International Study Abroad</p> 	<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. 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)
207	<p>HONR: Horror Film</p> 	<p>Horror, one of the most popular and resilient genres in the history of film, is in the middle of a major boom with more horror-themed films and television shows being produced than ever. But what exactly defines something as horror? And what is it about the horror film that keeps us coming back for more? And what's going on right now to make it so popular? It's certainly more than the experience of being scared. In this course, we will watch and discuss a variety of classic and contemporary horror films with the purpose of a) understanding the history of</p>	<p>T 5:00-9:00</p>	<p>Dr. John Fried</p>	<p>No</p>	<ul style="list-style-type: none"> ▪ Communication & Creative Expression (BRCC)



		<p>horror film and its literary and artistic antecedents b) recognizing the cinematic codes of the genre b) considering how the horror film – and its varied subgenres – often functions as a barometer of social anxieties surrounding issues of gender, sexuality, and race. In addition to watching films (in class and outside), students will read, discuss, and write about a variety of theoretical essays and texts on horror film. Please note: We will be watching horror films. The films viewed in this course often contain graphic violence and some sexual content. If you are uncomfortable watching, discussing, and/or analyzing such material, you should not take this class.</p>				
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</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>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>				
210	<p>Hon Tutorial: Philosophy Way of Life</p> 	<p>"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 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</p>	<p>Meets as a tutorial. Choose ONE section of 210R</p>	<p>Dr. Gaia Ferrari</p>	<p>Yes – choose ONE section of 210R: T 11-11:50 , W 11-11:50, Or R 11-11:50</p>	<ul style="list-style-type: none"> ▪ Philosophy, ▪ Communication & Creative Expression (BRCC), ▪ Critical Thinking (BRCT), ▪ Writing-Enriched


		<p>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 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."</p>				
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		Students must co-register in a section of 210R with Dr. Gaia Ferrari.				
211	<p>Hon Tutorial: It's Not Just Business, It's Personal</p> 	<p>The world of personal finance has vexed countless people, especially before they leave school and get their first job. From risk, to loans, to paychecks – it can all be very confusing, but it doesn't have to be. Finance concepts are not limited to businesses and accountants. What is a 401(k)? What are reasonable salary expectations? How do you buy a house? What is the right amount to save every month? If I earn \$1,000 per week, why do I only get a check for \$800?</p> <p>All of these questions and more have real answers that impact your specific cost and standard of living. We will explore them in detail, along with the theoretical concepts behind them.</p>	<p>Meets as a tutorial. Choose ONE section of 211R</p>	<p>Prof. Jordan Oeler</p>	<p>Yes – choose ONE section of 211R: M 12:00-12:50, Or W 12:00-12:50</p>	<ul style="list-style-type: none"> ▪ Quantitative and Scientific Reasoning (BRQS), ▪ Writing-Enriched

212	<p>Hon Tutorial: The hallows and the holy: the theological world of Harry Potter</p> 	<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 of death. <i>Students must also register for one section of HONR 212R with Dr. Daniel Scheid.</i></p>	<p>Meets as a tutorial. Choose ONE section of HONR 212R</p>	<p>Dr. Daniel Scheid</p>	<p>Yes – choose ONE section of 212R: T 9:25-10:15 Or R 9:25-10:15</p>	<ul style="list-style-type: none"> ▪ Theology, ▪ Ethical and Moral Reasoning (BRET), ▪ Communication and Creative Expression (BRCC), ▪ Writing-Enriched
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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.. <i>Students must register for one section of HONR 213R with Dr. Eduardo Ruiz.</i></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 9:00-9:50 OR R 9:00-9:50</p>	<ul style="list-style-type: none"> ▪ Comm and Creative Expression (BRCC), ▪ Cultural Fluency and Responsiveness (BRCF), ▪ Writing-Enriched
214	<p>Hon Tutorial: The Gospel of John</p> 	<p>From the beginnings of Christianity, the Gospel according to John has been recognized as a very distinctive writing in the Bible. It explicitly claims to contain the testimony of an historical eyewitness to Jesus. This testimony has been so shaped by mystical illumination that John has come to be known as “the spiritual Gospel.” It is a work in which historical memory, literary sophistication, and mystical illumination all come together</p>	<p>Meets as a tutorial. Choose ONE section of HONR 214R</p>	<p>Dr. William Wright</p>	<p>Yes – choose ONE section of 214R: M 1:00-1:50, W 1:00-1:50, OR F 1:00-1:50</p>	<ul style="list-style-type: none"> ▪ Cultural Fluency and Responsiveness (BRCF), ▪ Social and Historical Reasoning (BRSH), ▪ Theology, ▪ Writing-Enriched

		<p>to unfold the reality of Jesus. This course will be a tutorial-style study of the Gospel according to John with special attention to its historical, literary, and theological dimensions.</p> <p><i>Students must also register for one section of HONR 214R with Dr. William Wright</i></p>				
215	<p>Hon Tutorial: Theology, Race, and Religion</p> 	<p>This tutorial explores the intersection of race and theology in contemporary society, focusing on the American context in particular, but will reference other global contexts as comparative cases. The goals of the tutorial are:</p> <ol style="list-style-type: none"> 1. To enable tutorial members' growth in reflecting critically, and historically, on contemporary forms of white supremacy and racism 2. To understand Christianity's relation to the problems of white supremacist and racist phenomena, such that Christianity is seen complexly as both reinforcing the problems and resisting them 3. To reflect critically on different theological works that enable Christian faith to 	<p>Meets as a tutorial. Choose ONE section of HONR 215R</p>	<p>Dr. Elizabeth Vasko</p>	<p>Yes – choose ONE section of 215R:</p> <p>T 3:05-3:55, T 6:00-6:50, OR T 7:00-7:50</p>	<ul style="list-style-type: none"> ▪ Ethical and Moral Responsibility (BRET), ▪ Cultural Fluency and Responsiveness (BRCF), ▪ Theology, Writing-Enriched

		<p>be anti-racist in practice, and to facilitate course member's creation of their own anti-racist strategies in belief and practice.</p> <p>Students must co-register in a section of 215R with Dr. Vasko.</p>				
216	<p>Hon Tutorial: Invention of Philosophy</p> 	<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 HONR 216R: T 6:00-6:50, T 7:00-7:50, Or T 8:00-8:50</p>	<ul style="list-style-type: none"> ▪ Philosophy, ▪ Critical Thinking and Reasoning (BRCT), ▪ Writing-Enriched

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, 3 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	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.
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	Online, 0 credits. Discuss with	Dr. Kathleen Glenister Roberts	No	Part of Honors College

		forum. Should be taken in the semester when you are completing your project.	your faculty mentor what form your presentation will take.	administers the course but you will need a faculty mentor		capstone. Can be added to your departmental capstone.
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