Some reminders before you start:

- To graduate from the Honors College, you must have completed six HONR courses.
- Unless you enrolled in Honors after your first semester, you are required to take:
  - HONR 104 Inquiry I
  - HONR 105 Inquiry II OR HONR 199 Symposium
  - HONR 132 Philosophy
  - HONR 145 Theology
  - Two of the four theme areas OR combination of theme areas / 0-credit study abroad (HONR 205, 206)
- Dr Roberts and Juliet are co-advisors along with those from your school. Feel free to make an appointment by emailing honorscollege@duq.edu if you need help.
- Enjoy that early registration benefit! 😊

HONORS INQUIRY II / SYMPOSIUM

HONR 105: Honors Inquiry II. 3 cr. This is the second of a two-semester course sequence focusing on a theme chosen by the Course Coordinator and approved by the Honors College. The 2021 Theme is “Memory and Revision.” Faculty from throughout the University will consider how that theme relates to their particular areas of research and expertise. Required "plenary" sessions will augment lectures and discussion. The course is intended to be taken in the student's freshman year though other arrangements may be made for students whose courses of study do not permit this. This course OR HONR 199 (for qualifying students only) is required for all Honors College students who matriculate first semester freshman year.

Some HONR 105 faculty have offered descriptions for their individual sections:
• **Dr. Kathy Glass – 03: August Wilson.** 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 104.

• **Dr. Stuart Kurland – 04: Body and Mind in Shakespeare.** Building on ideas regarding human physiology and psychology going back to classical times, particularly those grounded in Hippocrates and Galen, and informed by modern health care practices and biomedical research, this section of Honors Inquiry II will explore selected plays by William Shakespeare from the perspective of medicine. Topics for discussion, presentations, and essays will reflect student interests. Possible topics may include ideas of the human, the natural and unnatural (or supernatural), sex and gender, human development and decline, life and death, health and disease, beauty and deformity, personality formation and character, and race and identity—as well as more specialized topics like madness, hallucinations, memory, sexual desire, and communicable/sexually transmitted disease. This class is not intended specifically for Liberal Arts students or prospective English or Theater Arts majors. The issues we will address may be of interest to students from other schools, particularly Education, Bayer, Nursing, Pharmacy, and Rangos. No specific prior knowledge of Shakespeare or English literature is assumed.

• **Dr. James Purdy – 05: The Multiliteracies of Social Media, Gaming, and Virtual Worlds.** A popular refrain of some politicians and the media is that time spent online—be it writing posts on social media, gaming, or participating in virtual worlds—disrupts social relationships, encourages violence, promotes poor communication skills, or, at best, wastes time. But what if there were beneficial outcomes of these activities? What if tweeting, gaming, and face booking were good for you? Operating from the belief that rich, extracurricular digital lives can promote effective literate practices, this course will engage you in analyzing and producing texts for the social media, gaming, and virtual worlds you inhabit.

**HONR 199: Honors Symposium – Tutorial. 0 cr.** With participation in the Undergraduate Research Symposium in April, honors students are permitted to receive honors credit for non-honors courses or in order to transfer an AP or CHS course from high school that fulfills the UCOR literature requirement. This course requires consultation and approval of the Honors College Director.
HONORS PHILOSOPHY

HONR 132: Honors Philosophy. 3 cr. Philosophy, the love of wisdom, is a discipline for discussing basic questions about ourselves and our world. Students read and discuss selected works by major figures throughout the history of philosophy; they are encouraged to think critically and to formulate their own answers to perennial philosophical questions. This course is required for all Honors College students. Lecture. CPHI.

- Dr. Aaron HigginsBrake- 01: In this course we will examine some fundamental philosophical questions like: What is knowledge? What is justice? How should humans live? What is the best arrangement of society? What makes up our sense of identity? In this first part of the course, we’ll examine some of the classical investigations of these questions in ancient and early modern authors. In the second part of the course, we’ll look at them through authors of the 20th and 21st centuries with a special focus on issues of political oppression and liberation.
- Dr. Michael Radar- 02:
- Dr. Patrick Miller -03:
- Dr. Tom Eyers – 04:

HONORS THEOLOGY

HONR 145: Honors Theology. 3 cr. Theology faculty offer classes each term based upon the faculty member's particular area of expertise and research interest. This course is required for all Honors College students and is only open to them. Lecture.

- Fr. Radu Bordeianu – 01: Jesus Through the Centuries. We will attempt an investigation into the identity of Jesus the Christ. 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.
- Dr. Kevin Mongrain - 04: Honors World Religions. Exploring World Religions. What are the major religions in the world? How do we understand them according to their own perspectives and historical experiences? These are some of the core questions we will answer in this course. The focus of the course is on introducing students to the major religions of human history: Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Judaism, Christianity, and Islam. In addition to introducing students to these religious traditions, the course gives them the resources to continue reading, observing, and learning about these world religions for the rest of their lives.
  The aims of the course are: (a) develop a sophisticated understanding of the questions that arise when contemporary people discuss world religions; (b) form an appreciative contextual understanding of how different religions developed and how they understand the meaning of life and their role in history; and (c) begin thinking about the possible relevance of
understanding world religions for living in this contemporary world of class struggle in a high technology economy, war, terrorism, global warming, and other the 21st century issues.

- **Dr. Elizabeth Vasko – 05: Who do you say that I am? Considering Christ in Context.** This course presents an overview of diverse ways that Christians have interpreted the person, work, and divinity of Jesus Christ. We will consider historical perspectives (Athanasius, Anslem of Canterbury) as well as contemporary approaches (James H. Cone, Kelly Brown Douglas). Particular attention will be given to the ways in which social location shapes the development and interpretation of doctrine, as well as its implications for living (ethics). The course is suitable for those seeking an academic introduction to Christian theologies and those wishing to deepen their understanding of Christian tradition. No previous knowledge is required.

- **Dr. Kenneth Parker – 55: Rule-Breakers: A New Look at the Ten Commandments through Film.** Rule-Breakers takes as its centerpiece the internationally acclaimed film series, "Dekalog," a set of related narratives exploring the consequences of transgressing divine norms found in the Ten Commandments. Through these masterfully crafted stories, we will explore perennial questions about the human condition and consider what it means to live out of harmony with God and other humans. We will meet on Thursday evenings from 6-9 pm, and divide our time into three parts: first, examine the commandment that is the theme of the evening's film; second, watch the 50 minute film together; and in the final hour discuss the subtleties of the film narrative and its implications for our understanding of the commandment being explored.

**THEME AREA: FAITH AND REASON**

**HONR 201: Honors Seminar in Faith and Reason.** 3 cr.

- **Dr. Jeffrey McCurry – 01: Science, the Brain, and the Meaning of Life.** Intuitively, it seems that human life is meaningful. While different cultures have profoundly disagreed about the true nature of life's meaning, few if any have denied that life has a meaning. Traditionally, in the West, the meaning of life was associated with realities like "soul" or "spirit" or "God". Now, however, many believe that it is the natural sciences that best define reality. Yet, because the natural sciences by definition have no place for "supernatural" realities like soul, spirit, or the divine, the very idea that life has a meaning threatens to become incoherent. This course will therefore ask whether, in a culture that respects natural science and its ways of engaging reality to such a high degree, it still makes sense to speak of meaning in life? If it still does make sense, how is our sense of the character of that meaning transformed by modern science's discoveries? The course is by no means against science, for the bulk of the class will be exploring two—very
different—ways that natural science has been used to philosophically help individuals contemplate life's meaning. The class will proceed with readings and discussions of texts in phenomenology (the philosophy and psychology of lived experience), neuroscience, and philosophy of science. No previous understanding of any of these disciplined is needed, only a desire to learn!

- Dr. Kathleen Glenister Robert – 55: What is Time? This Faith and Reason course is taught in a tutorial format. We will take a multidisciplinary approach to the question “What is Time?” Course materials will represent perspectives from the natural sciences, philosophy, theology, anthropology and other cultural studies, and rhetoric. Students are evaluated on their contributions to tutorial sessions, short essays, and a group digital humanities project. This course fulfills the university core curriculum theme area in Faith and Reason (TAFR). Students must also register for one section of HONR 201R with Dr. Kathleen Roberts.

**THEME AREA: GLOBAL DIVERSITY**

**HONR 202: Honors Seminar in Global Diversity.** 3 cr.

- Dr. Eduardo Ruiz – 55– Exile and Migration Narratives of the U.S – Mexico Border (taught by Dr. Eduardo Ruiz). This course explores US-Mexico border issues through considerations of exile, migration, assimilation, and resistance in several canonical border narratives. The course also explores issues of gender, stereotypes, and human rights. The goal is to challenge received Mexican and Latin American stereotypes in the context of violence and the pressures of globalization. The working corpus includes literature, film, and essay writing. Conducted in English. Students must also register for one section of HONR 202R with Dr. Eduardo Ruiz.

- Dr. Emad Mirmotahari – 56 - Global Diversity. We will engage with the idea, applications, and challenges of "diversity." What is diversity? Why do we need it? What is its relationship to social justice and equity? Why are some people so threatened by and resistant to it? Through literary and non-literary readings, we will explore diversity in many forms and forums: race, gender, (dis)ability, sexual identities and orientations, immigration status, biodiversity, etc. You will then have the chance to develop a final research paper or project that examines "diversity" in your own discipline/major or future profession. Students must also register for one section of HONR 202R with Dr. Emad Mirmotahari.

**THEME AREA: SOCIAL JUSTICE**

**HONR 203: Honors Seminar in Social Justice.** 3 cr.

- Dr. Eric Garrett- 55: August Wilson House. This course approaches social justice issues such as community trauma, poverty, and inequity head-on by working side-by-side with community
members 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. **Students must also register for HONR 203R with Dr. Eric Garrett.**

- **Dr. Eli Jones – 61: Race and Law.** In a time of renewed focus on how race and law intersect, citizens need new ways to think critically about the impacts of race on the legal system. This course will provide a survey of materials ranging from court opinions, legal briefs, history, and legal scholarship in order to analyze the ways race intersects with American law. Combining these sources with the work of Pittsburgh native and Duquesne alumnus Derrick Bell, we will explore new ways to think about how race and law impact one another.

**THEME AREA: CREATIVE ARTS**

**HONR 204: Honors Seminar in Creative Arts.** 3 cr.

- **Dr. Aaron Higgins-Brake- 02: Between Art and Technology.** This course examines an essential feature of human life: our unparalleled capacity to make new things. Without this capacity, there would be neither artistic nor non-artistic products. Through it, humans build a world of objects that outlast our individual’s lives, and connect new generations to the past. This course will explore the theme of human productivity through myth, literature, philosophy, and an examination of various artistic and technological products. Art spaces (galleries, museums, studios, public installations, etc.), and a scaffolded final project connected with an on-campus art exhibition collectively organized by students in the class.

- **Dr. Edward Kocher – 03: - 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.

**FOR SPRING BREAKAWAYS AND STUDY ABROAD:**

**HONR 205: Honors International Study Abroad I.** 0 cr. Honors College students are strongly encouraged to study abroad. This online course structures reflection about the transformational nature of international study and how to effectively translate this transformation to future graduate school and employment opportunities. Students will complete a blog or journal as the assignment for the course.
Concurrent enrollment required for Honors College students pursuing Honors College credit for one course during Study Abroad.

**HONR 206: Honors International Study Abroad II. 0 cr.** Honors College students are strongly encouraged to study abroad. This online course structures reflection about the transformational nature of international study and how to effectively translate this transformation to future graduate school and employment opportunities. Students will complete a creative reflective project as the assignment for the course. Concurrent enrollment required for Honors College students pursuing Honors College credit for a second course during Study Abroad.

**FOR STUDENTS WHO ENROLLED IN HONORS COLLEGE AFTER FIRST SEMESTER:**

**HONR 275: Advanced Honors I. 0 cr.** This course allows students to earn HONR credits for non-honors courses with the completion of independent projects, culminating in a portfolio of work. ASSIGNMENT: PROFESSIONAL BLOG

**HONR 375: Advanced Honors II. 0 cr.** This course allows students to earn HONR credits for non-honors courses with the completion of independent projects, culminating in a portfolio of work. ASSIGNMENT: PUBLIC-FACING INFORMATIONAL PIECE

**HONR 475: Honors Portfolio. 0 cr.** This course allows post matriculation honors students to earn HONR credits for non-honors courses with the completion of independent projects, culminating in a portfolio of work. ASSIGNMENT: COMPILE E-PORTFOLIO

**FOR HONORS FELLOWS AND ENDOWED FELLOWS:**

**HONR 295: Honors Research. 0 cr.** Prereq: Permission of Honors College Director. This course allows students to earn HONR credits for non-honors courses with the completion of independent projects, usually in the context of their Honors Fellowship.

**HONR 395: Honors Fellowship. 0 cr.** Prereq: Permission of Honors College Director. This course attaches to non-honors courses to designate honors credits resulting from reasonable progress toward an independent Honors Fellows project.

**HONR 495: Advanced Honors Symposium. 0 cr.** Prereq: Permission of Honors College Director. This course attaches to non-honors courses to designate honors credits resulting from completion of an independent Honors Fellows project. Students enrolled in this course are required to present their
finished research at a research symposium, either at Duquesne University or at a professional academic meeting off-campus.

FOR SPECIAL CASES (WE MEAN THAT LOVINGLY):

**HONR 300: Honors Directed Readings. 1-9 cr.** Students engage in independent study and research with a faculty mentor. Permission from the Honors College director required. May be repeated for up to 9 hours credit. **Readings.**

**HONR 450: Honors Senior Project. 3 cr.** This course is an independent study, under the direction of a faculty member, within the student's major field of concentration or other area of personal interest. The Senior Honors Project produces a work of significant scholarship or creativity, as defined by the discipline in which the study is pursued.