HONORS PROGRAM

Program Overview
The Saint Joseph's University Honors Program seeks to produce well-educated, articulate citizens who exemplify the highest standards of academic, professional and personal achievement. The program offers an enriched General Education curriculum that broadens cultural interests, integrates knowledge, sharpens writing skills, and encourages student involvement in the learning process.

The curriculum is composed of intellectually rigorous courses that satisfy both General Education and major requirements. Many Honors courses are interdisciplinary team-taught courses in the arts, sciences, social sciences, and business.

Membership in the University Honors Program
Membership in the University Honors Program is by invitation of the Honors Director prior to the student's first semester at the University.

University Honors Program
Graduation with University Honors requires successful completion of a minimum of eight Honors courses as part of the regular undergraduate degree requirements and a minimum cumulative GPA of 3.5. University Honors Students also are required to complete a College Honors Thesis or Honors capstone sequence.

College Honors
College Honors is a two semester independent reading/research thesis or capstone sequence that is completed in the senior year, under the supervision of a faculty mentor. Individual departments and interdisciplinary programs may determine their own College Honors experience by requiring either a two-semester thesis or a two-semester capstone sequence, or in some cases offering students a choice of thesis or alternative capstone. University Honors students completing College Honors should consult their major departments/programs to determine their College Honors requirements. Additional requirements, procedures, guidelines, and timelines for College Honors will be provided by the Honors Program.

Whether senior Honors thesis or Honors capstone sequence, College Honors will satisfy two of the eight Honors course requirements for completion of University Honors. In order to be eligible for College Honors, University Honors Program students must have a minimum overall GPA of 3.5 in all course work at the end of their junior year and must be on track for the completion of their eight required Honors courses for University Honors. The Honors Program, upon the completion of academic review of Honors Program juniors, will establish a list of all students who meet these eligibility requirements.

College Honors may be offered to non-Honors students who have a minimum 3.5 GPA. This will be at the discretion of the department in which the Honors thesis or Honors capstone sequence will be conducted. College Honors is an optional experience for non-Honors students.

College Honors Thesis Overview
The College Honors thesis should be original in its conception and analysis. This may mean the discovery of new knowledge, the reinterpretation of standard methods, theories and assumptions, or the formulation of data produced from fresh investigations. The College Honors Thesis should be the result of serious research, original thinking and a clear understanding of the context in which this research is conducted. Students submitting a proposal for a College Honors Thesis should provide evidence of background knowledge and requisite skills before they begin their work. Interdisciplinary projects involving the student's minor as well as major are encouraged, but these require the approval of the Honors Director and the Department Chairs of both the student's major and minor.

The College Honors Thesis may take many forms: traditional narrative/analysis, in-depth study of specific texts or themes, empirical research, practical applications, or a creative/inventive endeavor. Projects involving empirical research should develop a coherent hypothesis, and test it professionally and systematically. Length may vary according to each subject; however, it is expected that the College Honors Thesis will be substantial in scope, length, and bibliography, and that it will be documented in accordance with the standards of the relevant discipline and include an abstract, title-page, table of contents, introduction, notes and bibliography. The final result will be shared in an oral presentation, as well as in a written thesis, and should place the specific topic in a broader scholarly context by demonstrating familiarity with the authoritative literature and research on the subject.

College Honors Thesis Procedures and Deadlines
Below are the procedures for students who are planning to pursue the College Honors Thesis. Each academic year the Honors Program will publish a timeline and deadlines for completing the requirements outlined below.

By the end of their junior year, students should confirm with the Director of the Honors Program their intention to pursue the College Honors Thesis. They will be expected to outline a general area of research and to name their primary mentor for the project. Students who plan to begin thesis work in the fall semester will be expected to remain in touch with their mentors throughout the summer months as they conduct preliminary research into their topics.

First semester of College Honors Thesis
By the end of the first week of class, each student must submit an approval form (https://forms.sju.edu/advsupport/view.php?id=43377), including a proposal outlining the project's general objectives, a bibliography, and a schedule of meetings to be held during the semester, as well as evidence of the mentor's willingness to supervise the thesis. After approval, the registrar will be asked to create the first-semester Honors thesis course. After the creation of this course, the mentor should submit one of two initial Research Assessment and Approval forms: one for research (https://forms.gle/F4JJD6YybBsBU9BrS/) projects, or another for creative (https://forms.gle/bNNMC1TfJAdQwiCM8a9/) projects. During this first semester, each candidate, in consultation with their mentor, should also select a second reader for the thesis. The second reader should be from a different department and have a compatible interest in the thesis topic. The second reader will serve to offer advice, criticism and suggestions throughout the process of the College Honors Thesis. During this first semester, the Honors Director will also assign a member of the Honors Program Committee as a third reader of the thesis. These three faculty together form a thesis committee. The candidate must schedule a meeting with this committee that should take place before the last day of classes to present a clear progress report of the work completed and an outline of what lies ahead. Finally, the
mentor should submit a second mid-year research (https://forms.gle/GG65v7mq8u4XMRr6/) or mid-year creative (https://forms.gle/WnsZBwqUmug6zWqF7/) Research Assessment and Approval form.

**Second Semester of College Honors Thesis**

By the end of the first week of class, each student must submit another approval form (https://forms.sju.edu/advsupport/view.php?id=43377), including an updated proposal and new evidence of the mentor’s willingness to continue supervising the thesis. After approval, the registrar will create the second-semester Honors thesis course. Prior to midterm of the second semester, the candidate must present a first draft of the entire project to the mentor for critical review. In the final month of the second semester of thesis work, the candidate must submit a final draft to his/her mentor and the members of the thesis committee, including the second reader and the appointed representative from the Honors Program Committee. The candidate and mentor may also invite additional faculty members from related fields to the oral presentation, which should occur by the last day of classes. As soon as possible, the date, time and location of this presentation should be sent to the Honors administrative assistant. After the presentation, the mentor will complete a final research (https://forms.gle/6v9ZaAlhx5EEmZKJA/) or final creative (https://forms.gle/FqJu1uoMig3pRdF6/) online Research Assessment and Approval form. An electronic copy of the thesis should be sent in .pdf format to the Director of the Honors Program by no later than the conclusion of the examination period. This material must be filed with the Honors Director before recognition can be given at graduation.

**Honors Recognition**

Successful completion of the requirements for University Honors is noted on the student’s academic transcript. Recognition of completion of the College Honors Thesis or Honors Capstone course sequence is noted on the student’s academic transcript at the course level.

**Goal 1:** Students will pursue a program of study of interdisciplinary courses and courses offered in traditional disciplines.

**Objective 1.1:** Explore issues in a multiplicity of disciplines and integrate knowledge from those disciplines.

**Objective 1.2:** Demonstrate analytic and critical skills in examining literary, artistic, historical, philosophical, theological, sociological, political, scientific, legal, linguistic, or business texts.

**Goal 2:** Students will engage in rigorous thought, critical analysis, and synthesis in the context of problem solving.

**Objective 2.1:** Engage in independent scholarly or creative research, analysis, and synthesis that prompt them to invent written arguments that reflect the acquisition of knowledge, insights, and skills.

**Objective 2.2:** Demonstrate confidence and clarity in speaking in classroom presentation, discussion, and debate that demand data gathering, analysis, and critical reflection.

**Objective 2.3:** Address topical, social, scientific, cultural, or business issues either inside or outside the classroom, and propose original, creative, and enduring solutions to real world issues and problems.

**Objective 2.4:** Engage in self-reflection and self-evaluation to promote intellectual self-confidence or spiritual humility.

**Goal 3:** Students will produce a scholarly or creative project or capstone experience under the guidance of members of the Honors faculty.

**Objective 3.1:** Engage in independent scholarly or creative research, analysis, and synthesis that prompt them to invent written arguments that reflect the acquisition of knowledge, insights, and skills.

**Objective 3.2:** Explore aesthetic dimensions in creative works – stories, poems, plays, paintings, sculpture, architecture, film, and music – and learn the style, perspective, and techniques of a major artist or movement.

**Objective 3.3:** Address topical, social, scientific, cultural, or business issues either inside or outside the classroom, and propose original, creative, and enduring solutions to real world issues and problems.

**Objective 4.1:** Engage in independent scholarly or creative research, analysis, and synthesis that prompt them to invent written arguments that reflect the acquisition of knowledge, insights, and skills.

**Objective 4.2:** Explore aesthetic dimensions in creative works – stories, poems, plays, paintings, sculpture, architecture, film, and music – and learn the style, perspective, and techniques of a major artist or movement.

**Objective 4.3:** Address topical, social, scientific, cultural, or business issues either inside or outside the classroom, and propose original, creative, and enduring solutions to real world issues and problems.

Successful completion of University Honors requires at least eight Honors courses. Students typically schedule Honors coursework in each of their eight semesters, although adjustments may be made to this schedule on the advice of the Honors Director.

The following further restrictions apply to the minimum eight-course requirement:

- At least two courses must be team-taught interdisciplinary Honors courses.
- Two courses must be the mandatory College Honors senior thesis or Honors capstone sequence, as determined by individual departments.
- Students will select their four remaining Honors courses from those offered and approved by the Honors Program.

To remain in the Honors program, students are expected to maintain a 3.50 GPA, which is the minimum required for graduation with University Honors. Students who are not making reasonable progress toward the eight-course requirement or whose GPA is below 3.50 are subject to removal from the Honors Program.

Students are assigned an advisor from the department in which they declare a major. They should, however, consult with the Honors Director and Associate Director to assure that their course schedules are arranged in such a way as to integrate the fulfillment of university requirements with those of the Honors Program.

**Honors Courses**

The following courses are taught as Honors courses. Additional Honors courses are offered in a variety of subject areas each semester and will be indicated with an Honors attribute in the course schedule.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
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<td>HON 150</td>
<td>Epic Tradition in Literature</td>
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<td>HON 300</td>
<td>Community Engaged Scholarship</td>
<td>3</td>
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<tr>
<td>HON 301</td>
<td>Modern Mosaic I</td>
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<td>HON 303</td>
<td>Reason Revolution Reaction I</td>
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<td>&amp; HON 304</td>
<td>and Reason Revolution Reaction II</td>
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<td>HON 305</td>
<td>America: Myth/Images/Real I</td>
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<td>&amp; HON 306</td>
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<td>HON 309</td>
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<td>HON 310</td>
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<td>HON 311</td>
<td>Paradoxes, Prob &amp; Proofs</td>
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<td>HON 318</td>
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<td>HON 320</td>
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<td>HON 384</td>
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<td>HON 390</td>
<td>Descending Tower: Commty Rsrch</td>
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**HON 150 Epic Tradition in Literature (3 credits)**

This course explores the way in which literature seeks to define values in the real world. Beginning with a brief introduction to the world of epic for the Greeks and the Romans, we will trace themes and conflicts emerging from ancient epic and informing subsequent epics of the English Renaissance. Students will be exposed to the ongoing search for God in the fractured religious contexts of sixteenth- and seventeenth-century England.

*Attributes:* First-Year Seminar, Honors Course, Undergraduate

**HON 201 Shakespeare in Short (1 credit)**

This Honors course involves three Shakespeare plays and a mandatory trip to see one of them, The Tempest, performed at Quintessence Theatre in March. The course will involve videos, quizzes, discussions and questions on Canvas, as well as one essay and/or exam, due during finals week.

*Attributes:* Honors Course, Undergraduate

**HON 221 Rebels & Revolutionary: Art & Lit (3 credits)**

In this course we will explore the works of 20th- and 21st-century visual artists and writers who have rebelled against the status quo and revolutionized the course of visual art and literature. We will delve into their texts and images through readings, discussions, and field trips, and consider what they teach us about our own time and our role in it.

*Attributes:* English Area 4: British/Irish, GEP Art/Literature, Honors Course, Irish Studies Course, Undergraduate

**HON 270 Honors Special Topics (3 credits)**

Topics will vary by instructor each semester in which the class is offered.

*Attributes:* Honors Course, Undergraduate

**HON 300 Community Engaged Scholarship (3 credits)**

In this course, students will work with a community-based organization to design and conduct research on an issue related to homelessness or affordable housing. Throughout the semester, students will learn about research methods, research ethics, and the particular urban context within which they will be working. More importantly, students will gain experience working alongside staff of a community-based organization to solve problems or assess needs and strengths. This is a service-learning course.

*Attributes:* Diversity Course, GEP Social Science, Honors Course, Undergraduate

**HON 301 Modern Mosaic I (3 credits)**

An interdisciplinary study in Western European civilization from 1832 to 1939, analyzing developments in history, philosophy, science, music, the arts and literature.

*Prerequisites:* ENG 101

*Attributes:* GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 302 Modern Mosaic II (3 credits)**

An interdisciplinary study in Western European civilization from 1832 to 1939, analyzing developments in history, philosophy, science, music, the arts and literature.

*Prerequisites:* ENG 101

*Attributes:* GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 303 Reason Revolution Reaction I (3 credits)**

An interdisciplinary study in Western European civilization from 1500 to 1832 analyzing developments in history, philosophy, science, music, the arts, and literature.

*Prerequisites:* ENG 101

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* English Area 4: British/Irish, GEP Art/Literature, GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 304 Reason Revolution Reaction II (3 credits)**

An interdisciplinary study in Western European civilization from 1832 to 1832 analyzing developments in history, philosophy, science, music, the arts, and literature.

*Prerequisites:* ENG 101

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* English Area 4: British/Irish, GEP Art/Literature, GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 305 America: Myth/Images/Real I (3 credits)**

An interdisciplinary study of American culture from the early settlement years to the present, juxtaposing novels, films, historical documents, paintings, poems, legislation, and photographs.

*Attributes:* GEP Art/Literature, Honors Course, Undergraduate

**HON 306 America: Myth/Images/Real II (3 credits)**

A continued interdisciplinary study of American culture from the early settlement years to the present, juxtaposing novels, films, historical documents, paintings, poems, legislation, and photographs.

*Attributes:* GEP Art/Literature, Honors Course, Undergraduate

**HON 309 Pens/Guns: Lit Road Am Civ War (3 credits)**

An interdisciplinary study of the links between literature and politics leading up to and occurring during the American Civil War, with emphasis on the ways American writers used fiction, poetry, and other literary forms to react to and to comment publicly upon slavery and the sectional crisis that threatened the nation from the 1840s to the 1860s. Satisfies upper-level requirement for history majors, the American literature requirement for English majors, and the elective requirement for American Studies minors.

*Prerequisites:* PHL 154 and ENG 101

*Attributes:* Ethics Intensive, GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP
HON 310 Womens Writing as Emancipation (3 credits)
This course explores how British and American women of the late seventeenth to early twentieth centuries used writing as a means of emancipation. Drawing on a wide variety of women's texts-narrative fictions, poetry, political polemics, conduct books, letters, autobiographies, social theories, sermons, etc.-we will examine both the historical circumstances in which women found themselves and the literary production that resulted.
Prerequisites: ENG 101
Attributes: American Studies Course, Diversity Course, English Area 4-British/Irish, English Area 5 - American Lit, English Early Lit, English Diversity, Gender Studies Course, GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

HON 311 Paradoxes, Prob & Proofs (3 credits)
Can a sentence be both true and false at the same time? Can a theorem be true if it has no proof? Can there be different sizes of infinity? Can a single solid ball be decomposed and reassembled to create two balls each with the same volume as the original? These questions all lie at the juncture of philosophy and the foundations of mathematics. This course examines the questions that have emerged in the 20th century about the nature of mathematical truth and the status of our mathematical knowledge. This is an interdisciplinary course that considers questions from both mathematical and philosophical perspectives.
Prerequisites: PHL 154
Attributes: Ethics Intensive, GEP Art/Literature, Honors Course, Undergraduate

HON 312 The Elections (3 credits)
This course coincides with the Federal Election cycle, and provides an analysis of the presidential, congressional, and gubernatorial races. Students will develop a basis for understanding the election cycle, especially drawing upon the changes that have taken place in American politics since the 1980s and the history of electioneering in America, especially in the modern era. This will include discussion of partisan realignment, the growing importance of personality and interest group politics, and the role of issues in influencing electoral choice. Particular attention will be devoted to understanding the tactics and strategies of the two major parties as they position themselves and then engage in the campaign process.
Prerequisites: ENG 101
Attributes: GEP Social Science, Honors Course, Undergraduate, Writing Intensive Course- GEP

HON 313 An Understanding of Suffering (3 credits)
The template through which this class will be offered is the Bio-Psycho-Social-Spiritual model. In so many words such a model is designed to help one arrive at an "Ecology of the Spirit" whereby one is led to respond to the question, What are the conditions through which a person is more open to be alert to the movements and workings of God's Spirit (whatever one's belief)? In effect, this "Ecology of the Spirit" may serve as a useful way of conceptualizing theologically suffering, trauma and evil, that is to say, a theodicy. This particular class is designed to accentuate the philosophical, psychological and theological meanings surrounding suffering and trauma. Using the faith and reason principle of gratia perfecta natura (grace perfectly nature, I will suggest how God comes to a person in and through suffering, even in trauma. Various religious understandings of suffering and trauma will be offered with special emphasis given to the Catholic tradition. Through an appropriation of these understandings, the student will learn to become even more skilled in encountering suffering, one's own and that of others, and be a source and a resource for healing and hope. In this respect the student will become a competent and compassionate man/woman for others.
Prerequisites: PHL 154 and (THE 154 or THE 221) and ENG 101
Attributes: Honors Course, Undergraduate, Writing Intensive Course- GEP

HON 314 Society, Democracy, Republic (3 credits)
This Honors team-taught course will focus on the intellectual heritage of thinking and writing about collective human life, with particular reference to governance, decision-making, mores, social codes and conventional relationships of power (including both explicit power-sharing arrangements and customary divergences in status, authority, autonomy or control for various classes of persons). Despite an avowed focus on governance and the exercise of power, the course is devoted neither to the history of governments nor to political analysis. It will, instead, deal with principles, ethical frameworks and broadly humanistic values that we will illuminate through a large and varied sample of readings from the Ancient World and from the modern West. The intellectual content of the course will be rooted in social commentary and in literary and philosophical texts. Ethical considerations lie at its core.
Prerequisites: PHL 154
Attributes: Ethics Intensive, GEP Art/Literature, Honors Course, Undergraduate

HON 315 Honors Special Topics (3 credits)
Topics will vary by instructor each semester in which the class is offered.
Attributes: Honors Course, Undergraduate

HON 316 Jews & Chrs: Theologies Compared (3 credits)
The course studies fundamental religious questions as understood from various Jewish and Christian perspectives. Christian and Jewish students will gain an understanding of the other religious community while also deepening their understanding of their own. Other students will encounter the two traditions through a comparative lens. Topics to be discussed include the experience of God; the Bible; how Christians and Jews understand their relationship to God and the world; worship and prayer; and the destiny of the created universe.
Attributes: Honors Course, Religious Difference Course, Undergraduate

HON 317 Jews & Chrs: Bible Interpretation (3 credits)
Although Jews and Christians share many of the same scriptural books, their respective collections are differently organized and named. Christians refer to their collection as the "Old Testament;" while Jews call their texts the "Tanakh" (an acronym for the Hebrew words for Teaching, Prophets, and Writings). Despite, or because of this commonality, Christians and Jews have often battled over these scriptures' meanings. This course explores the ways that Jews and Christians have interpreted key texts, separately and together, over two millennia of learning from and disputing with each other. It also examines why the Bible has been a source of conflict between the two groups, with a focus on certain key passages, and why that is currently changing - as evidenced in recent official Catholic instructions.
Attributes: Honors Course, Religious Difference Course, Undergraduate
HON 390 Descending Tower: Commmty Rsrch (3 credits)
Engaged scholarship can take several forms. Broadly defined, it means connecting the rich resources of the university to our most pressing social, civic, and ethical problems. One key way of sharing these resources is through research—not "on" the community, but "with" the community. This type of research model is one in which projects are developed collaboratively by community organization staff, faculty, and students, building on the unique strengths of those involved. In this course, students will work with a community-based organizations to design and conduct research. Throughout the semester, students will learn about research methods and ethics, and the particular urban context in which they will be working. More importantly, students will gain experience working alongside staff of a community-based organization to solve problems or assess needs and strengths.
Attributes: Honors Course, Undergraduate

HON 493 Independent Research I (6 credits)
Independent research, either for an Honors Independent Study, a College Honors Thesis, or a Research Concept Form
Attributes: Honors Course, Undergraduate

HON 494 Independent Research II (6 credits)
Independent research, either for an Honors Independent Study, a College Honors Thesis, or a Research Concept Form
Attributes: Honors Course, Undergraduate

HON 495 Capstone (6 credits)
Honors capstone research
Attributes: Honors Course, Undergraduate