

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. Two of those courses will comprise 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 typically 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 a two-semester thesis, or offering students a choice of thesis or capstone sequence. University Honors students need only complete one College Honors thesis or capstone sequence, and may choose the major (or sometimes minor) department or program in which to complete that sequence. University Honors students should consult the College Honors Guidelines document on Canvas to determine the College Honors requirements/options in their major department or program.

Whether 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.

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 Capstone Overview and Procedures

The College Honors capstone sequence comprises two courses, often but not always taken in consecutive semesters, that are already part of a student's own major (or sometimes minor) program and are "upgraded"

with additional work to become Honors capstones. Honors capstones are not always actual capstones in a major, as not every major has a formal capstone or capstone sequence. Honors capstones are instead determined by the department or program in consultation with the Honors Program, and many department or programs choose not to offer a capstone option. If there is no Honors capstone option offered by a particular department or program, a thesis is the only available path to College Honors in that particular department or program. Current Honors students should consult the College Honors Guidelines document on Canvas to determine their options.

Students seeking to upgrade a course to become an Honors capstone should first consult with the instructor of their Honors capstone course option (as listed in the College Honors Guidelines document) in order to confirm that instructor's willingness to upgrade the course. If the instructor is willing, the student should register for the course when they register for other classes. In the semester prior to taking that course, or at the very latest by the end of the first week of class, each student should submit an upgrade approval form (<https://forms.sju.edu/advsupport/view.php?id=43377>), including a statement of additional work to be upgraded, and evidence of the mentor's willingness to upgrade the course. The successful completion of two such "upgraded" courses will complete College Honors.

College Honors Thesis Overview

Although not every program offers a College Honors capstone option, every Honors student in good standing is eligible to complete a College Honors thesis. 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. Current Honors students may find the timeline and deadlines provided in the College Honors Guidelines document available on Canvas.

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 forms: one for research (<https://forms.gle/F4JJD67YbBsBUS9h8/>) projects, or another for creative (<https://forms.gle/bNMC1TjAdQwiCM8a9/>) 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 normally 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/GG6Sv7mq8u4XMRRf6/>) or mid-year creative (<https://forms.gle/WnsZBwqUmug6zWqF7/>) Research Assessment 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 this form is approved, 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/6vhZaA1hx5EEemZKJA/>) or final creative (<https://forms.gle/FqJu1uoMig3pRdFS6/>) online Research Assessment 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.

Learning Goals and Outcomes

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.

Goal 4: Students will create an intellectual environment through scholarly, creative, social, cultural, or business activities.

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.

Requirements

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 ensure that their course schedules are arranged in such a way as to integrate the fulfillment of university requirements with those of the Honors Program.

Courses

The following are taught as Honors courses. Additional Honors courses are offered with various departmental prefixes in a variety of subject areas each semester and will be indicated with an Honors attribute in the course schedule. (Note: 493-5 are typically offered with departmental prefixes and numbers appropriate to the student's major or minor; HON 493-5 would be used only in unusual circumstances.)

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&Revolutionaries: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 222 Leadership: Ancient&Mod Views (3 credits)

The Greco-Roman world produced some of history's most celebrated leaders. Through its presidents and entrepreneurs, the U.S. has dominated the global political and economic scene since the early 20th century. The course examines ancient and modern examples of leadership to deepen students' understanding and prepare them for future positions. Topics include: What motivates people to become leaders? What are the qualities associated with a successful leader? What flaws and weaknesses characterize a bad leader? How do leaders inspire others to share their vision? To what extent is the ability to lead determined, or undermined, by one's gender, race, or socioeconomic status? How does one overcome such obstacles?

Attributes: GEP Art/Literature, Honors 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, GER 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 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, GER 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:Litr 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: Honors Course, Math Beauty, Undergraduate

HON 315 An Understanding of Suffering (3 credits)

The template through which this class will be offered is the Bio-Pscho-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 perfects 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 316 Tragedy in Lit & Philosophy (3 credits)

This course, focused on classical, Shakespearean, and modern examples of tragedy, will seek to answer the following questions: Why do we enjoy seeing representations of tragic suffering? What does this tell us about human nature and our societies? Would a life without tragedy be fully human? What is the relationship between tragedy and trauma?

Attributes: English Area 3 - Shakespeare, English Area 4- British/Irish, English Early Lit, GEP Art/Literature, Honors Course, Philosoph Anthropol

HON 318 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 320 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 324 Russia as a Global Power (3 credits)

This course will examine Russia's rise and role as a global power in the 20th and 21st centuries. After suffering a devastating defeat in World War I, Russia, as the Soviet Union, remade its economic, cultural, and military power to be central to the defeat of the Axis states and then challenged the U.S. throughout the Cold War. The breakup of the Soviet Union set Russia's position back again, but since 2007, Putin has been increasingly assertive around the world. Combining the disciplines of History and Political Science, students will study the ebb and flow of Russian power using the tools of both disciplines. By examining secondary and primary sources, as well as theories of empire, war, state formation, and authoritarianism, students will achieve a strong understanding of Soviet and Russian foreign policy and the conceptual tools for better understanding post-Soviet Russia in the global arena.

Attributes: Honors Course, International Relations Course

HON 328 Anthro & Philo of the Body HON (3 credits)

This multidisciplinary course examines critical questions raised by the human body and our lived experience. We ask how our natures as complex human persons with rational, biological, and spiritual elements are both formed in response to bodily experience and how, in turn, these elements impact our experience and sense of the possible. This leads us to inquire into the ethical norms and responsibilities that have been fashioned around the body, as they pertain both to oneself and others. Specific topics may include: cultural relativism; the sources of normativity; the ethics of suffering and enduring; the ethics of pleasure; duties and possibilities of kindness; ordinary and transformative lived experiences; the corporeality of inequality and injustice.

Attributes: GEP Social Science, Honors Course, Philosoph Anthropol, Undergraduate

HON 370 Honors Special Topics (3 credits)

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

Attributes: Honors Course, Undergraduate

HON 384 Jew/Chr. 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 388 Jews&Chr. 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: Commtly 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