Fall 2021 Course Descriptions

Please refer to NOVASIS for the most up-to-date courses being offered in Honors for Fall 2021. Courses with the HON prefix, H sections (i.e.-H01), courses with Honors attributes on NOVASIS, and graduate courses count for Honors credit. Scheduling is not always correct, so you should always consult with NOVASIS for final course choices.

ACS 1000-H01 HON:Ancients (GTB)

Dr. Paul Camacho

This course will ask: “What does it mean to be a good human being, and why should we pursue such a goal in the first place?”

No decision that we face, either in our personal choices or in our participation in public life, can be made without involving some answer (either explicitly reflected upon or implicitly assumed) to the question, “What is good for us to be and do?”

We are told that in democracies people should be free to define the good for themselves, apart from what the state, religious bodies, social structures, or their fellow citizens say. But if the good is a private matter – to be left up to the individual – then can we really have any confidence that it is in fact good? Does democracy require that we do not believe in any common or authoritative good to which we are answerable for what we choose to do and become?

Asking such questions automatically involves us in other questions straightaway. The question of the human good must somehow be connected to the question, “What does it mean to be a human being?” In order to think about the question, “What should I do?” it is essential to think about the question, “What kind of person should I be?” But when we raise this question, we are automatically involved in a host of other, larger questions: those of social and political responsibilities, of our good in relation to the good of the earth and its inhabitants, of the relationship between our good and some ultimate good. So this course will pose the question about the human good and pursue it by following it where it leads: to political, social, philosophical, and theological questions.

ACS 1000-H02 HON:Ancients (GTB/MH)

Fr. Francis Caponi

This course will ask: “What does it mean to be a good human being, and why should we pursue such a goal in the first place?”

No decision that we face, either in our personal choices or in our participation in public life, can be made without involving some answer (either explicitly reflected upon or implicitly assumed) to the question, “What is good for us to be and do?”
We are told that in democracies people should be free to define the good for themselves, apart from what the state, religious bodies, social structures, or their fellow citizens say. But if the good is a private matter – to be left up to the individual – then can we really have any confidence that it is in fact good? Does democracy require that we do not believe in any common or authoritative good to which we are answerable for what we choose to do and become?

Asking such questions automatically involves us in other questions straightaway. The question of the human good must somehow be connected to the question, “What does it mean to be a human being?” In order to think about the question, “What should I do?” it is essential to think about the question, “What kind of person should I be?” But when we raise this question, we are automatically involved in a host of other, larger questions: those of social and political responsibilities, of our good in relation to the good of the earth and its inhabitants, of the relationship between our good and some ultimate good. So this course will pose the question about the human good and pursue it by following it where it leads: to political, social, philosophical, and theological questions.

ACS 1000-H03 HON:Ancients (GTB)

Dr. Steven McGuire

This course will ask: “What does it mean to be a good human being, and why should we pursue such a goal in the first place?”

No decision that we face, either in our personal choices or in our participation in public life, can be made without involving some answer (either explicitly reflected upon or implicitly assumed) to the question, “What is good for us to be and do?”

We are told that in democracies people should be free to define the good for themselves, apart from what the state, religious bodies, social structures, or their fellow citizens say. But if the good is a private matter – to be left up to the individual – then can we really have any confidence that it is in fact good? Does democracy require that we do not believe in any common or authoritative good to which we are answerable for what we choose to do and become?

Asking such questions automatically involves us in other questions straightaway. The question of the human good must somehow be connected to the question, “What does it mean to be a human being?” In order to think about the question, “What should I do?” it is essential to think about the question, “What kind of person should I be?” But when we raise this question, we are automatically involved in a host of other, larger questions: those of social and political responsibilities, of our good in relation to the good of the earth and its inhabitants, of the relationship between our good and some ultimate good. So this course will pose the question about the human good and pursue it by following it where it leads: to political, social, philosophical, and theological questions.

ACS 1000-H04 HON:Ancients (BST)

Dr. Brian Satterfield

ACS Ancients is the first half of the two-semester Augustine and Culture Seminar (ACS). ACS is one of Villanova’s four foundational courses, which are the pillars of the Augustinian liberal education that Villanova aims to provide for all her students. Each of the foundational courses centers around a particular question, and the question for our course is a very fundamental one indeed: Who am I? We’ll be studying some of the greatest books from the modern world with the goal of furthering our self-awareness and self-knowledge. We turn to these books not only to acquire cultural literacy or learn about the history of human thought, but because we think they can help reveal you to yourself and
open your mind and heart to new and profound possibilities. Perhaps they can even show you something important about your soul: its current state, and how to enlarge and shape it towards its full potential.

The course is a seminar, which means that every student must strive to be an active participant in class discussions. The success of our seminar will depend on the time, energy, and intellectual enthusiasm you put into it. It’s vitally important that you read all assignments and come to class prepared to discuss them. Work to develop the habit of reading slowly and carefully, with full attention and an active mind. You will be reading not merely to acquire information, but to stimulate your intellect and enter into dialogue with some of the greatest literary, religious, and philosophical works of the ancient and medieval worlds. Strive to carry this dialogue over into the classroom. Good class conversations are what make ACS a valuable experience for students, and you as much as your instructor are responsible for making those conversations happen.

Writing is the other major part of the course. You’ll be working on the art of making clear, insightful, well-developed arguments about the meaning and importance of the books we’re reading. You’ve all learned how to structure an essay and include the correct formal elements. We’ll keep working on these matters, but more importantly, you’ll be learning to ask important questions and to work out your own distinctive arguments and interpretations.

ACS 1000-H05 HON:Ancients (PPE)
Eugene McCarrhaher

Course Description forthcoming.

ACS 1000-H06 HON:Ancients
Professor Cathy Staples

Close reading and discussion of selected texts from the time of Homer through the English Renaissance. In this seminar you’ll learn to read closely, with admiration and curiosity, as well as suspicion. Journals, free-writes, and mark-ups of the text will help you to refine critical and creative responses to the reading. Writing will be intensive, with emphasis on revision and the discovery of a process which works best for you as an individual writer. As many of the works we study have oral origins, we’ll begin with a close look at a narrative that’s come down to us through purely oral channels, weighing memory, imagination, and cultural intention. As we read Sappho, we’ll note the implications of a translated line or word. As we compare the King James Genesis with Jerome’s translation, we’ll consider erasure and its consequences. Our readings will be close and full good inquiries whether we are investigating the source of responsibility in Homer, the spiritual journeys of Augustine and Dante or Shakespeare’s rewriting of gender in As You Like It. Plan on lively discussion and active participation. In connection with our study of texts, the class includes a trip to Philadelphia Museum of Art and a movie and dessert night.
ACS 1000-H07 HON:Ancients

Michael Thomson

The purpose of this honors seminar is to introduce the student to the intellectual and spiritual life of meaning and values within the tradition of the western humanities. We will be guided through this maze by the insights of St. Augustine of Hippo, with the assistance of Socrates. The essential question posed by the humanities is “What does it mean to be human?” The central question presented by this honors ACS seminar is “Who am I?” Actually, there is no adequate resolution for the latter without addressing the former. In New and Collected Poems 2001, the poet Czeslaw Milosz, claims that the purpose of poetry is to remind us how difficult it is to remain just one person. We will read, study and discuss some of the seminal works of the humanities tradition in literature, philosophy, theology, arts and music. We will trace the concepts of individual motivation and honor in Homer’s Iliad, and Sophocles’ Antigone. We will evaluate the peculiarly transgressive individuality of Socrates in Plato’s Apology. We will find In Genesis of the Torah, Mark & Matthew’ Gospels of the New Testament the meaning of being human is powerfully revealed in the origins of choice and self-transformation. St Augustine’s Confessions is the first autobiographical account of a person making choices concerning the meaning of his/her life. Dante’s Inferno catalogues the numerous ways an individual’s choices can destroy oneself. We will end the semester with Machiavelli’s Prince, an equivocal educational manual promising to make one a ‘winner’ in life’s game of choices.

The student’s will be required to evaluate textual passages from the readings and a number of assigned questions throughout the semester. There will be assigned 3 analytical argument essays, a self-evaluative essay, a creative project of choice, and a final examination. Thank You, bon chance and be safe.

COM 3290-H01 HON:Rhetoric:Culture and Power

Dr. Raka Shome

This course will focus on the relationship between Culture and Power, a central focus of critical communication studies. The course, using cutting edge theories, will examine questions and issues of power and inequality. The goal is to understand the role of culture in producing social power relations and vice versa. The term ‘culture’ will be rethought in a broad way, and not just to mean, narrowly, exotic things. Rather we will understand culture as a site of struggle (over power and meaning making). Students will be introduced to some foundational theories and authors in this area. The goal of this course is to enable students to understand and appreciate how issues of power and inequality play out in and are struggled over in everyday culture (and we often do not see that) (including how it intersects with media/new media). Issues such as—but not only—gender, race (and whiteness) colonialism, capitalism, digital culture, environment will be addressed.

ECO 1001-H01 HON: Intro to Micro

Dr. Sarah Burke

This course is an introduction to the study of how microeconomic forces and policies affect consumer choices and firm behavior. Topics addressed include the price system, demand and supply analysis, consumer behavior and utility maximization, the production process, and analysis of market structures. The honors section is a rigorous and reading intensive study.
EGR 1200-H01 Egr. Interdisc Project I
Noelle Comolli & Andrea Welker

Course Description forthcoming.

EGR 1200-P7H HON Disaster Shelters
Noelle Comolli & Andrea Welker

Course Description forthcoming.

ENG 1975-H01 HonCoreSem:Beauty
Dr. Michael Tomko

“Beauty will save the world.”—Dostoyevsky

Where do we find beauty? Can beauty change us? Does it move us to love and to justice? Or does it mislead and seduce us? Does beauty walk rightly with goodness and truth, or is it a perilous distraction? Is it life saving or live destroying? These questions will guide our inquiry into the beautiful across disciplines and across centuries. We will read literary works by Dante, Oscar Wilde, James Baldwin, Zadie Smith, Walker Percy, and Karen Blixen. We will pursue the contested interpretations of beauty among thinkers such as Plato, Pater, and Aquinas, as well as more recent assessments by Jacques Maritain, Josef Pieper, Alexander Solzhenitsyn, and Iris Murdoch. With these great minds, we attempt to solve the mystery of whether beauty really can save the world.

Restricted to students in the Global Scholars Humanities and Good True Beautiful Cohorts.

ENG 1975-H02 HonCoreSem:Beauty
Dr. Helena Tomko

“Beauty will save the world.”—Dostoyevsky

Where do we find beauty? Can beauty change us? Does it move us to love and to justice? Or does it mislead and seduce us? Does beauty walk rightly with goodness and truth, or is it a perilous distraction? Is it life saving or live destroying? These questions will guide our inquiry into the beautiful across disciplines and across centuries. We will read literary works by Dante, Oscar Wilde, James Baldwin, Zadie Smith, Walker Percy, and Karen Blixen. We will pursue the contested interpretations of beauty among thinkers such as Plato, Pater, and Aquinas, as well as more recent assessments by
Jacques Maritain, Josef Pieper, Alexander Solzhenitsyn, and Iris Murdoch. With these great minds, we attempt to solve the mystery of whether beauty really can save the world.

Restricted to students in the Global Scholars Humanities and Good True Beautiful Cohorts.

**ENG 1975-H03 HonCoreSem:Transformations**

Dr. Megan Quigley

Transformations: Is it possible to transform your entire identity? At Villanova, you need to think about how you want to grow, change, or remain the same person as you make your way through your college years. These literary texts are all about characters trying to figure out their identities in the 20th century and experiencing transformations (to varying degrees). We will read a variety of genres—a play, a short story, poetry, and 2 novels—and learn the fundamentals of literary vocabulary and analysis. We will also consider the ways in which these changes are related to transformations in the forms of texts and investigate how experimental forms might support new ideas. Why might literary experimentalism (revolutions in form, diction, even grammar) be connected to new ideas about subjectivity and citizenship? How do later texts respond to earlier traditional texts and rethink ideas about identity, race, religion, and class? Readings will include works by Evelyn Waugh, Zadie Smith, Claudia Rankine, Tom Stoppard, and J. K. Rowling.

At the same time, this writing intensive course aims to transform your writing skills and to demystify the process of the analytical thesis-driven essay. You will learn to think through the writing process and to develop your skills in argument and revision. Through peer review, you will work through your skills as an editor and peer mentor.

**ETH 2050-H01 HON:The GoodLife:Eth&Cont Prob (SLC)**

Dr. Kristyn Sessions

As people who live in community, we regularly encounter situations that prompt us to ask: What is the right thing to do here and now? What does justice demand of me? Of us? What does the good life look like and require? In this course, students will be introduced to the field of ethics where ancient and modern thinkers have sought to answer these questions and more. Against a background of Roman Catholic, Augustinian understandings of human flourishing, students will learn about key theories and theorists in the Western Ethical Tradition, will analyze complex ethical issues, and will reflect on their own ethical perspective. Through this course, students will grow in their capacity as moral agents, better able to recognize, understand, and respond to contemporary moral problems.

**ETH 2050-H02 HON:The GoodLife:Eth&Cont Prob (BST)**

Dr. Allison Covey

*Course Description forthcoming.*
ETH 2050-H03 HON: The Good Life: Eth & Cont Prob (BST)

Dr. Brett Wilmot

This version of ETH 2050 has been designed to pursue a more in-depth engagement with ethics as it relates to business and economic topics. It is still important to understand, however, that this is not a business ethics course. We’re interested in general questions about ethics and the good life, but we will be exploring these themes through a closer examination of how we understand business activity and our participation in economic systems and institutions. This will involve work in the history of ideas and serious engagement with a range of primary sources in theology, philosophy, economics, political theory, and ethics. We will also spend considerable time discussing contemporary issues related to the poverty, the environment, and the global economy.

HIS 1165-H01 HON: Suffering & Progress in 20 C

Michael Westrate

This course examines the political, cultural, social, and economic development of the world from the Russo-Japanese War of 1904-05 to the present. Through lectures, discussions, readings (both primary and scholarly), visual art, music, and movies, we will investigate two key themes: suffering and progress. The twentieth century was a time of extraordinary suffering—concentration camps, war, genocide, famine, forced migration, and other evils plagued humanity throughout the century. At the same time, substantial progress was made in the areas of quality of life and equality for all. Throughout the semester, we will learn about some of the worst of the suffering; we will also follow the progress of life expectancy, literacy, and equality for all, as well as major advances in technology. Via weekly written assignments, discussion, and a semester-long research project, our goal will be to assess the importance of these and other subjects in today’s world. At the end of the semester, we will better understand “the fundamental interconnectedness of all things,” or (to put it another way), human webs—the networks that make up our reality.

HON 1007-00 Interdisc Humanities III

Fr. David Cregan, OSA

This course will take a theoretical and practical approach to the interpretation of dramatic texts and performances that deal with topics of gender, identity, subjectivity and cultural politics of the Modern Era. Using play text in dialogue with performance theories and analysis this course will engage how the politics of culture is performed in both text and practice. This course seeks to introduce the student to a variety of plays from diverse international theatrical traditions, live theatre experience, and improved understanding of academic critical writing for and about theatre. It will seek an integration of understanding theory and practice which will enhance and advance writing and analytical skills as well as generate individual creativity through concepts for design, directing, and production.

HON 2002-001 Interdisc Humanities III: History

Eugene McCarraher

Course Description forthcoming.
HON 2005-001 Interdisc Humanities III: ETH

Dr. Mark Wilson

My course examines selected themes in late eighteenth-, nineteenth-, and early twentieth-century Western cultural history. Along with the emphasis on history, economics, and the social sciences provided by Dr. McCarraher’s, this course highlights theological and ethical themes. Complementing Dr. McCarraher’s considerations of progress, I will invite us to explore the moral and religious “self” that emerges in the wake of the Reformation and the Enlightenment. One way to interpret Western modernity is to see it as a radical re-imagining of the self and its relationship to others and the divine. This story of progress entails the liberation of one’s authentic self from the tethers of tradition, superstition, and social convention. The modern self, so construed, aims to be an autonomous agent whose loves, commitments, obligations, and beliefs (not to mention jobs, votes, and purchases) are freely chosen and self-expressive. The ancient Delphic command to “know thyself” is in this paradigm a challenge to discern what is private, interior, and uniquely yours.

As with all history, this story is one among many and is challenged by alternative visions. We will explore these stories and the tensions between them with a focus on the way that they inform and complicate our contemporary experience. When we eat, love, and pray, we do so as the children of a complex and often confused parentage in modernity. By studying the works of 18th-20th century theologians, philosophers, and ethicists, we will attempt to better understand the operative and often overlooked assumptions we make about human nature, freedom, goodness, and God, and why (perhaps) our hope for progress depends on this.

HON 4800-001 THL: Shaping Adult Life

Dr. Anna Moreland

During the last two years of an undergraduate education, students generally transition from the “what do I want to major in” question to the “what do I want to do with my life” question. This course helps students meet this challenge by encountering sociologists, philosophers, writers, theologians, and historians—both ancient and new. This course will address three main clusters around which students learn to shape an adult life: relationships, work, and leisure. By the end of the course, students will be more thoughtful and reflective about their career prospects, their friendships and relationships, and their approach to leisure time. Emphasis in this course will be placed upon short and regular writing assignments (both formal and informal), group projects, public speaking, and analytical writing.

HON 5001-001 Shaping A College Life

Ms. Kimberly Hidore

Shaping a College Life aims at helping Honors students navigate successfully across this threshold by inviting them into a co-curricular one-credit experience focused around several themes such as: Study Skills and the Life of the Mind, Distraction and Free Time, Meaningful Work, Resume Writing, Involvement & Friendships, Dealing with Anxiety, Forming Relationships, and linking students to various resources on campus that highlight these topics. This reflective experience will provide you with the opportunity to gain a deeper understanding of yourself, your peer group, and Villanova. We want to challenge you to think more critically about the choices you make, and to become more intentional in living, and leading, according to your fundamental values. Our values paradigm is based on holistic formation coupled with a focus
on the common good. How this call to development is articulated at Villanova University is captured, in part, in the University’s Mission Statement: To foster academic excellence, we as a University, concern ourselves with developing and nurturing the whole person, allowing students, faculty and staff to grow intellectually, emotionally, spiritually, culturally, socially and physically in an environment that supports individual differences and insists that mutual love and respect should animate every aspect of university life. The program spans the two semesters of freshman year, and you are registered for this one-credit workshop each semester, meeting for one hour weekly. The program's exercises include guest speakers, group and individual reflection, alumni involvement, and team building exercises. Excursions are also intentionally designed to build a culture of solidarity and community among Honors students.

**HON 5001-002 Shaping A College Life**  
Ms. Kimberly Hidore

Shaping a College Life aims at helping Honors students navigate successfully across this threshold by inviting them into a co-curricular one-credit experience focused around several themes such as: Study Skills and the Life of the Mind, Distraction and Free Time, Meaningful Work, Resume Writing, Involvement & Friendships, Dealing with Anxiety, Forming Relationships, and linking students to various resources on campus that highlight these topics. This reflective experience will provide you with the opportunity to gain a deeper understanding of yourself, your peer group, and Villanova. We want to challenge you to think more critically about the choices you make, and to become more intentional in living, and leading, according to your fundamental values. Our values paradigm is based on holistic formation coupled with a focus on the common good. How this call to development is articulated at Villanova University is captured, in part, in the University’s Mission Statement: To foster academic excellence, we as a University, concern ourselves with developing and nurturing the whole person, allowing students, faculty and staff to grow intellectually, emotionally, spiritually, culturally, socially and physically in an environment that supports individual differences and insists that mutual love and respect should animate every aspect of university life. The program spans the two semesters of freshman year, and you are registered for this one-credit workshop each semester, meeting for one hour weekly. The program's exercises include guest speakers, group and individual reflection, alumni involvement, and team building exercises. Excursions are also intentionally designed to build a culture of solidarity and community among Honors students.

**HON 5001-003 Shaping A College Life**  
Ms. Kimberly Hidore

Shaping a College Life aims at helping Honors students navigate successfully across this threshold by inviting them into a co-curricular one-credit experience focused around several themes such as: Study Skills and the Life of the Mind, Distraction and Free Time, Meaningful Work, Resume Writing, Involvement & Friendships, Dealing with Anxiety, Forming Relationships, and linking students to various resources on campus that highlight these topics. This reflective experience will provide you with the opportunity to gain a deeper understanding of yourself, your peer group, and Villanova. We want to challenge you to think more critically about the choices you make, and to become more intentional in living, and leading, according to your fundamental values. Our values paradigm is based on holistic formation coupled with a focus on the common good. How this call to development is articulated at Villanova University is captured, in part, in the University’s Mission Statement: To foster academic excellence, we as a University, concern ourselves with developing and nurturing the whole person, allowing students, faculty and staff to grow intellectually, emotionally, spiritually, culturally, socially and physically in an environment that supports individual differences and insists that mutual love and respect should animate every aspect of university life. The program spans the two semesters of freshman year, and you
are registered for this one-credit workshop each semester, meeting for one hour weekly. The program's exercises include guest speakers, group and individual reflection, alumni involvement, and team building exercises. Excursions are also intentionally designed to build a culture of solidarity and community among Honors students.

**HON 5001-004 Shaping A College Life**

Ms. Kimberly Hidore

Shaping a College Life aims at helping Honors students navigate successfully across this threshold by inviting them into a co-curricular one-credit experience focused around several themes such as: Study Skills and the Life of the Mind, Distraction and Free Time, Meaningful Work, Resume Writing, Involvement & Friendships, Dealing with Anxiety, Forming Relationships, and linking students to various resources on campus that highlight these topics. This reflective experience will provide you with the opportunity to gain a deeper understanding of yourself, your peer group, and Villanova. We want to challenge you to think more critically about the choices you make, and to become more intentional in living, and leading, according to your fundamental values. Our values paradigm is based on holistic formation coupled with a focus on the common good. How this call to development is articulated at Villanova University is captured, in part, in the University’s Mission Statement: To foster academic excellence, we as a University, concern ourselves with developing and nurturing the whole person, allowing students, faculty and staff to grow intellectually, emotionally, spiritually, culturally, socially and physically in an environment that supports individual differences and insists that mutual love and respect should animate every aspect of university life. The program spans the two semesters of freshman year, and you are registered for this one-credit workshop each semester, meeting for one hour weekly. The program's exercises include guest speakers, group and individual reflection, alumni involvement, and team building exercises. Excursions are also intentionally designed to build a culture of solidarity and community among Honors students.

**HON 5003-001 Shaping A Work Life**

Ms. Kimberly Hidore

At the heart of the Honors Program is a commitment to holistic formation so that our students are prepared for a life of leadership and service to their various communities: family, civic society, nations, and humankind. Students from all disciplines have expressed a desire for additional instruction in professional development and preparation for life after college. Shaping a Work Life aims to meet these needs by giving Honors students the tools to successfully navigate their future career paths, as well as providing space for students to ask bigger questions about meaningful work and their contribution to society. This seminar offers a one-credit, cocurricular experience focused on themes such as: Strengths and Motivators, Professional Identity and Exploration, Major Selection, Meaningful Work, Resume and Cover Letter Writing, Interviewing Skills, Experiential Learning, and Service and Community. Additionally, the course will connect students to campus resources to help them engage further with these topics. The seminar will last for one semester, meeting for an hour and fifteen minutes weekly. The class will be primarily seminar style and discussion based, with guest speakers, alumni involvement, professional event attendance, and project completion.
**HON 5305-001 Colloquium: Stand Up Comedy**

*Dr. John-Paul Spiro*

This is a very serious course about a major American art form. We will survey the history of stand-up comedy and by watching and listening to its major practitioners, focusing mostly on its development after World War II up through the present day. We will attend to the fundamentals of the craft, its role in American culture, and its ongoing controversies. Each student will write a short critical essay and develop a 5-minute set to be performed at the end of the semester.

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**HON 5305-002 Colloquium: Conflict and Compromise in Politics & Government**

*Dr. James Brown*

Seven classes of two hours each, Tuesdays 2:30 PM-4:30 PM, one credit. Course content as follows:

1. Religion, including roles of black churches (Protestant and Muslim), the Catholic Church and white evangelicals. (September 7).

2. Class divisions, including education, wealth, self-selection and technology/job loss. (September 14).


4. Role of politics and the media in dividing us, including cable news, social media, gerrymandering and campaign-finance law. (September 28).

5. Sources of future divisions, including artificial intelligence and genetic engineering. (October 5).

6. Putting us back together, including historical trends, effect of rapid economic and social change, remedies/truth and reconciliation and examples of successful efforts to reduce partisan conflict. (October 26).

7. Student presentations. (November 2).

Course will require readings of selections from contemporary scholars and commentators, as well as video examples. Discussion will relate broader themes to specific issues in current-day political campaigns, messaging and legislation. Grades will be based on class participation and student presentations. Classes can be scheduled on weekday afternoons or evenings.
**HON 5410-001 Intro to Guitar I**  
Rebeka Karrant  
“Music washes from the soul the dust of everyday life.” – W.F. Corgill  
In this workshop students will learn chords, chord progressions, several different strums, and learn some basic theory as it applies directly to the guitar. Students will learn to play popular folk, pop, rock and country songs. This workshop is for beginning students or a refresher for the rusty. Students must bring an acoustic or electric guitar.

**HON 5410-002 Intro to Guitar II**  
Rebeka Karrant  
“Music is the weapon in the war against unhappiness.” – Jason Mraz  
Bring more happiness and joy into your life by making some beautiful music. This workshop picks up where the “Intro to Guitar I” course left off. Students will improve their skills, increase their repertoire, build more confidence, explore more advanced concepts that will allow them to play anywhere on the guitar neck. Come ready to learn more chords, more strums, and more skills that will allow you to play folk, pop, rock and blues tunes more competently and with greater freedom.  

Prerequisite: Intro to Guitar I or Professor’s permission.

**HON 5440-100 Poets in the Gallery at PMoA**  
Professor Cathy Staples  
The Philadelphia Museum of Art will be the centerpiece for this one-weekend, poetry writing workshop. We’ll browse the American galleries contemplating boxers resting on the ropes in between rounds, a young girl singing opera, rowers on the river or fisherman gathering their nets in at dusk. With persona poems, we will slip into those silent figures and give them voices. In the hold of the small Gothic chapel, we’ll look at stained glass, reliquaries, and a recumbent knight, then we’ll write Anglo-Saxon riddles. From Peale’s lifelike trompe l’oeil of his sons on the staircase to Cezanne’s mysterious half-finished figures—we’ll let the details of paintings “tease us out of thought.” The workshop begins on Friday in the Honors seminar room with exercises in memory and observation. On Saturday morning, we’ll take the train into Philadelphia and spend the day at PMA on the parkway. We will write our way through the galleries, using the paintings as well as sculpture and installation as entry points for new poems. On Sunday, we’ll gather to share new work over coffee, tea, French toast, & banana bread.  

This course counts toward the minor in Creative Writing.
**HON 5460-100 Landscape Painting as Meditation**

Christine Clay Gorka

Use of meditation and color choices are employed to create landscape paintings with watercolor on paper and acrylic on canvas.

**HON 5460-101 Plastic Arts: Painting**

Christine Clay Gorka

Exploration of the ancient art of mosaic through a modern interpretation by designing and assembling glass, tile and constructed clay pieces into an individual component which is then incorporated into a communal panel by the group.

**HON 5490-001 Culture Leadership Workshop**

Lance Kenney

INTRODUCTION TO BRITISH LIFE AND CULTURE

This course, customized for participants in the Honors Global Fellows Program, is intended to prepare students to living and studying in the UK. A variety of issues will be covered, ranging from history, politics, and religion to sport, media, and travel. In addition, a variety of tools will be examined that will help students better immerse themselves into their host culture. The point is not to ameliorate the effects of culture shock, but to work through it in order to learn as much from this experience as possible. (Limited to the Honors Global Scholars cohort)

**HON 5700-001 PSC:Justice Seminar**

Dr. Mark Shiffterman

We often talk about justice and sometimes advocate for it, but do we know what it is, what we mean by it and what it requires? This course will examine different approaches to the clarification of justice and its implications, attempting to shed light on our habitual suppositions and intuitions and provide thoughtful perspectives that open new windows onto the question.
HON 6000-001 Senior Thesis I / Madeline Reynolds

Madeline Reynolds

The purpose of this course is to help you design, research, and write an excellent senior thesis. Students meet as a group at the start of the semester to begin this process and twice more within the semester to discuss your progress. You will work closely with your Tutor and check in one on one with class members biweekly. At the end of the semester, you will present your research thus far at our Honors Senior Thesis Research Conference. That following week, you are expected to submit your written work of a partial thesis.

HON 6000-002 Senior Thesis I / Madeline Reynolds

Madeline Reynolds

The purpose of this course is to help you design, research, and write an excellent senior thesis. Students meet as a group at the start of the semester to begin this process and twice more within the semester to discuss your progress. You will work closely with your Tutor and check in one on one with class members biweekly. At the end of the semester, you will present your research thus far at our Honors Senior Thesis Research Conference. That following week, you are expected to submit your written work of a partial thesis.

HON 6002-001 Senior Thesis II

Madeline Reynolds

As Senior Thesis I aided in the design and research of your thesis topic, Senior Thesis II will assist in your continued research and now full writing of your final work. We will meet at the start of the semester to check in on this process and discuss your future progress, along with two additional meetings throughout this semester. You will continue to work closely with your Tutor and Reader, as well as meeting one on one with your peers. In December, you will defend your thesis at our Honors Thesis Defense Day. Your final thesis paper is due by the final day of Fall Exams.

HON 6003-001 Oral Exam Capstone

Madeline Reynolds

This course serves as the capstone for Oral Capstone track majors seeking their Honors Degree, preparing those enrolled for their Oral Examination at the end of the Fall Semester. Students will complete a paper in which they reflect on their Honors experience inside and outside the classroom, the ways this experience has influenced your sense of vocation, and the ways it might be changed and improved.

The paper is then used as the basis for an Oral Examination at the end of the semester with Honors Leadership. The Oral Exam will provide students the opportunity to engage in a conversation in which they reflect on and analyze the ideas and experiences articulated in the students’ written work. That is, the Oral Examination is a conversation about the themes and issues that you will raise in your paper, allowing you to think back on your education and experiences in Honors and forward to your future.
**HUM 4350-H01 Problem of Love**

*Dr. Paul Camacho*

We all know that love is—or can be—a problem, but we do not often think of it as a philosophical problem. There are few words in the English language that are more often used, and abused, than the word “love.” It often seems that “love” can mean anything, and therefore ends up meaning nothing in particular. The purpose of this course is to acquire insight into the nature of love through a careful reflection on texts in the history of philosophy and the Christian tradition.

The basic philosophical problem of love is expressed by the French philosopher, Pierre Rousselot: “Is a love that is not egoistic possible? And if it is possible, what is the relation between this pure love of the other and the love of self?” As we reflect on this basic question, we will also ask: What is the relationship between love and rational self-interest? What exactly do we love when we love another person, or when we love God? Is it even possible to love God or for God to love us? What, if anything, does Christianity add to our conception of love?

**NUR 3108-H01 HON:Pathophysiology**

*Dr. Theresa Capriotti*

N3108-H01, H02 Human Pathophysiology HONORS Course description:

This course explains the basic mechanisms of the pathogenesis of human disease from molecular, histologic, and systemic perspectives. Emphasis is placed on pathophysiologic conditions that are commonly encountered in the clinical setting. The influence of age, gender, etiologic agents, genetics, culture, stress, environment and human behavior on health promotion, health restoration, and health maintenance are examined. Current treatment modalities used in the clinical setting are discussed. For HONORS students there is an additional expected scholarly activity that includes a learning contract with specific learning objectives. The student will conduct a review of the literature regarding a specific pathophysiologic disorder or a current health care issue of interest. The student will be guided in the writing of a manuscript for publication and the design of a scientific poster presentation regarding the topic. The student will also be mentored through the process of submission of the paper for publication in a professional journal.

**NUR 3108-H02 HON:Pathophysiology**

*Dr. Theresa Capriotti*

N3108-H01, H02 Human Pathophysiology HONORS Course description:

This course explains the basic mechanisms of the pathogenesis of human disease from molecular, histologic, and systemic perspectives. Emphasis is placed on pathophysiologic conditions that are commonly encountered in the clinical setting. The influence of age, gender, etiologic agents, genetics, culture, stress, environment and human behavior on health promotion, health restoration, and health maintenance are examined. Current treatment modalities used in the clinical setting are discussed. For HONORS students there is an additional expected scholarly activity that includes a learning contract with specific learning objectives. The student will conduct a review of the literature regarding a specific pathophysiologic disorder or a current health care issue of interest. The student will be guided in the writing of a manuscript for publication and the design of a scientific poster presentation regarding the topic. The student will also be mentored through the process of submission of the paper for publication in a professional journal.
**PHI 1000-H01 HON: Knowledge, Reality, Self**

Prof. Surti Singh

In this introductory course to philosophy we will consider some central problems, questions and issues that have historically defined the subject. Focus will be given to enduring questions such as what is knowledge? What is the nature of reality? What is the relationship between the mind and body? What constitutes the self? How do we act ethically? What is freedom? In addition to understanding the problems central to philosophy, students will encounter philosophy as an activity of thinking critically about human experience and the world. To this end, we will examine texts drawn from ancient, Christian, early modern, modern and contemporary sources, as well as canonical and non-canonical texts in order to approach the diversity and plurality of thinking that constitutes the discipline of philosophy.

**PHI 1000-H02 HON: Knowledge, Reality, Self**

Dr. David Tomlinson

This course will explore basic problems in philosophy: What is knowledge? What is real—and how can we know what’s real? What is the self—and, given different views of the self, how can we change ourselves and live better lives? We will explore some of the fundamental responses to these questions in the western tradition, as well as in India and China. In doing so, we will challenge ourselves to read difficult material slowly and carefully; we will engage in constructive conversation in class as we critically discuss the readings together; and we will practice unpacking philosophical arguments and topics in written assignments.

**PHI 1000-H03 HON: Knowledge, Reality, Self**

Dr. Farshid Baghai

It is common sense that we need an education to become an accountant, biologist, dentist, engineer, lawyer, mathematician, nurse, physician, zoologist, etc. But when it comes to how we live our life it is often assumed that we can figure it out without much education. Our seminar challenges this assumption. Instead, it assumes that we need to continually catch up with, reflect on, and get educated about ourselves and our life in order to live a more informed and morally responsible life. As part of this education, our seminar focuses on three central questions that are crucial for how we live our lives: Who am I? What is real? What can and cannot I know? In our everyday life, we respond to these questions initially and for the most part habitually and pre-reflectively, often by unconsciously adopting prevalent views and dominant norms. In this seminar, we seek to reflect on our habitual and pre-reflective responses to the three central questions and facilitate a philosophical understanding of the assumptions underlying our responses. We do so through studying and critically examining how some of the most important philosophical thinkers have addressed the three central questions. More specifically, we investigate the nature of knowledge and reality through a framework we will build by examining the nature of the self.
**PHI 2117-H01 The Good Doctor**  
Dr. Sarah-Vaughan Brakman

Medicine is an art as well as a science. The science is learned through study but the art must be learned through practice. What are fundamental components of the art? What are the habits of reasoning that lead to good diagnoses? What are the virtues of the good doctor and what does it take to become one? This course will focus on the culture of medicine, becoming acculturated as a doctor, and analysis of what dispositional attitudes are necessary for the moral practice of medicine. The course will draw on resources from philosophy of medicine and moral theory, as well as sociological data and theory, along with first person medical narratives to explore the themes of the course.

**PSC 1200-H01 HON:International Relations**  
Lance Kenney

This course is an introduction to the study of international relations (IR), a distinct academic discipline that involves elements of political science, history, economics, sociology, and philosophy. The aim is to present the key concepts, theories, and paradigms that shape and influence world politics. Simply reporting on contemporary international events is NOT the goal: evaluating and critically assessing those events IS the goal.

**THL 1000-H01 HON:Faith, Reason, and Culture**  
Dr Gregory Grimes

Honors THL 1000 Faith Culture and Reason  
Prof. Grimes.

Based upon the Christian notion that God became human in Jesus of Nazareth, who intimately interacted with the people of his own time, addressing their needs, this course begins by diagnosing characteristics of contemporary culture. In short, asking: what are the most urgent needs of our time? We will then explore how an understanding of God as Creator and our relationship to God as creatures in a created world provides an ultimate orientation for how we are to live in the world today. Here we will explore a thoroughly Augustinian understanding of the God/human relationship.

Then this will be related to Pope Francis’s encyclical, “Laudato Si’”, which addresses quite concretely how this understanding of the God/human relationship is of the utmost importance for the ecological, economic, and social challenges we currently face as a society. From here we will delve more deeply into an understanding of Jesus: who he was, how he thought of himself in relationship to God, the central message of his ministry, and the importance of Christians carrying out that ministry today. Having examined more closely both God and Jesus, we will apply this more specifically to the question: how can Christianity improve our ways of thinking of and implementing more just economic systems that encourage sustainable, integral human development and combat the harmful effects of consumerism?
THL 1000-H02 HON: Faith, Reason, and Culture

Dr. Kerry San Chirico

No religion hovers above time and space. Rather, it is embodied by living, breathing human beings, constituted by persons and societies of varying worldviews and ways of life. Christianity is no different. This religious tradition (or traditions) developed in response to a first century Galilean Jewish teacher named Yeshua ben Yosef. Throughout the world he is known also as Īsā (عيسى), Yesu Masih (येसु मसीह), Jesucristo, Yēsū Jīdu (耶稣基督), Χρίστος, and Christ. From its inception, Christianity has been a cross-cultural phenomenon, born from the encounter of Judaism and Hellenism in a time before the inception of a genus called “religion.” Since that time, Christianity has both encountered culture, been a bearer of culture, and has itself been shaped by culture—leading to tremendous global diversity. And yet all the while it has been animated by two root questions: “Who do you say that I am?” and “What must I do to be saved?”. The answers to both questions necessitate the birth of theology, or “faith seeking understanding.” In this course we shall explore Christianity in a global context, and we will employ various fields of learning in our journey: theology, to be sure, but also anthropology, social theory, comparative religion, philosophy, and history, ever conscious that with a subject so vast and with questions so vital, no one methodology and no one interpretive lens is itself adequate to the task. Finally, the methods of instruction will vary. You can expect lectures, textual exegesis, films and documentaries, and discussion—lots of discussion.

THL 1000-H03 HON: Faith, Reason, and Culture

Fr. Francis Caponi

For 2,000 years, Christians have thought long and hard about all the truly big questions: Does God exist? Does He speak to us? How does He want us to live? What does it take to be happy? How should we interpret the Bible? Are science and religion in agreement or opposition? Why do bad things happen to good people? What happens after death? Who can be saved?

This course examines the fundamentals of Christian belief and practice, with particular emphasis on the “fullness of faith” proclaimed by the Roman Catholic Church. Through the exploration of primary texts, central ideas, and the historical development of Christian theology, students will be challenged to think deeply about the person and mission, the death and Resurrection of Jesus Christ; the revelation of the Triune God; the nature and interpretation of the Bible; the contours of sacramental worship and prayer, along with the moral life which arises from them; and the relationship between faith and science.

Spirited class discussion, the development of a common theological vocabulary, and disciplined reflection upon the relationship of Christian belief and behavior with the arts and sciences, the issues of the day, and the students’ personal experience, will be key elements in our exploration of the distinctively Christian answers to the big questions.
**THL 1000-H04 HON: Faith, Reason, and Culture**

**Fr. Francis Caponi**

For 2,000 years, Christians have thought long and hard about all the truly big questions: Does God exist? Does He speak to us? How does He want us to live? What does it take to be happy? How should we interpret the Bible? Are science and religion in agreement or opposition? Why do bad things happen to good people? What happens after death? Who can be saved?

This course examines the fundamentals of Christian belief and practice, with particular emphasis on the “fullness of faith” proclaimed by the Roman Catholic Church. Through the exploration of primary texts, central ideas, and the historical development of Christian theology, students will be challenged to think deeply about the person and mission, the death and Resurrection of Jesus Christ; the revelation of the Triune God; the nature and interpretation of the Bible; the contours of sacramental worship and prayer, along with the moral life which arises from them; and the relationship between faith and science.

Spirited class discussion, the development of a common theological vocabulary, and disciplined reflection upon the relationship of Christian belief and behavior with the arts and sciences, the issues of the day, and the students’ personal experience, will be key elements in our exploration of the distinctively Christian answers to the big questions.

**THL 1000-H05 HON: Faith, Reason, and Culture**

**Dr. Jessica Murdoch**

As an integral part of the Arts and Sciences Core Curriculum, this foundational course introduces students to the rich living tradition of Christianity: the sources, traditions, practices, and major thinkers that have shaped Christianity’s response to the fundamental human questions that underlie all religions and shape the human search for meaning. With a particular focus on Roman Catholicism, students engage Christianity as a living tradition of beliefs and practices that have developed over time in local and global cultural and religious contexts and that, loyal to the living God to which they point, are ready to be transformed again. Students also engage Christian truth-claims, themes, values, and witness as resources for analyzing and critically evaluating contemporary cultural challenges. In this course, students are equipped to appreciate the ongoing quest of Christian faith seeking understanding as it enters into conversation with all human knowledge and experience, including other faith traditions.

**VSB 1015-H01 HON: Business Dynamics**

**Ward Utter**

*Course description forthcoming.*
VSB 1015-H02 HON: Business Dynamics

Ward Utter

Course description forthcoming.

VSB 2007-H01 HON: Corp Respon & Regulation

Dr. Sam DiLullo

Corporate Responsibility and Regulation

This course examines the subjects of ethics, regulation, corporate social responsibility and business law as they relate to business decision-making emphasizing, where appropriate, their interrelationship.

Course objectives and outcomes

Historically the study of business has tended to focus on traditional academic disciplines relating to accounting, finance, marketing and management. However, important to business as well are topics that relate to how the law impacts on business and how the expectations of society may affect the success of a business. A company may produce quality products, effectively advertise their availability and do a superior job of managing its resources and still flounder. Frequently that can be due to the failure to understand legal implications within the decision-making process or how society views the way that a business treats its stakeholders. This course emphasizes the need for managers to consider both the legal, regulatory and ethical implications of their conduct as well as how that conduct could impact the relationship the business has with government and society.

Upon completion of the course students should understand:

a. How law is created and used to legislate and regulate personal and business conduct and settle legal disputes.

b. Types of business organizations that may be utilized to operate a business.

c. The social and ethical obligations of a business acting locally and/or internationally.

d. The legal and ethical requirements of the employer / employee relationship, including agency relationships.

e. The essentials of how to form contracts, manage performance, breaches and realize remedies.

f. The legal obligations and liability of a business for its actions and products.

g. Government regulation of intellectual property,

h. The interaction between the law and ethics and social responsibility in all the above topics.
**VSB 2008-H01 HON: Business Analytics**

**Dr. Alicia Strandberg**

Analytics is a process of transforming data into actions through analysis and insights in the context of organizational decision-making and problem-solving. Industry leaders assert that the frontier for using data to drive business decisions has experienced a dramatic shift from basic statistical and data analysis to more sophisticated analytics techniques. Organizations that have embraced this shift are experiencing dramatic results through techniques such as data mining and predictive modeling. Content for this course was developed through extensive discussions and research with industry leaders. The course begins with data issues, basic quantitative methods, data visualizations, and current ethical concerns. From there we journey into more advanced analytics techniques to include data mining, and decision modeling (optimization and simulation). Students will be presented with and have the ability to solve several real-world problems faced in business today.

**VSB 2009-H01 HON: Principles of Finance**

**Dr. Sonya Williams-Stanton**

This course introduces the fundamental tools used in financial decision making. It provides an overview of financial markets in which businesses and investors operate including the market for stocks and bonds, where securities are first issued and then traded. It includes a comprehensive study of the time value of money, the concepts of risk and return and the valuation of bonds and stocks. The course also covers capital budgeting and the determination of the cost of capital. Homework will be assigned regularly and is expected to be completed prior to each class. Student groups will present and discuss current events articles from business journals. Students will also complete individual research projects and present their work and recommendations to class. Guest speakers who work in a variety of finance professions will visit class and discuss the challenges and rewards of their work.

**VSB 2009-H02 HON: Principles of Finance**

**Dr. Sonya Williams-Stanton**

This course introduces the fundamental tools used in financial decision making. It provides an overview of financial markets in which businesses and investors operate including the market for stocks and bonds, where securities are first issued and then traded. It includes a comprehensive study of the time value of money, the concepts of risk and return and the valuation of bonds and stocks. The course also covers capital budgeting and the determination of the cost of capital. Homework will be assigned regularly and is expected to be completed prior to each class. Student groups will present and discuss current events articles from business journals. Students will also complete individual research projects and present their work and recommendations to class. Guest speakers who work in a variety of finance professions will visit class and discuss the challenges and rewards of their work.
“Value Investing” is the art of purchasing an asset below its fair market value. The theory holds that at some point in the future, the price for this asset should rise to or exceed its fair market value, thus giving its owner a profit on their initial purchase.

Markets for assets often overreact to news, sending its price above or below its fair market value. Often, to correctly calculate the fair value of an asset, one must look beyond traditional valuation methods and go “outside the box” to conclude what future event or use for this asset will cause its value to increase substantially over the long term. We call this process the “Art of Critical and Independent Thinking”. Those contemplating enrolling in this course will make a decision to allocate their time and monetary assets in exchange for a productive decision-making process.

Our goal for this course is to present you with a logical framework on which to make productive decisions as you move forward on your career path. As mentioned above, this framework is based on the “Art of Critical and Independent thinking” which requires an understanding of what questions to ask.

Each week we present to you a speaker who has succeeded in their chosen field as a result of their ability to master the art of critical and independent thinking. While listening to these presentations, we recommend you ask many questions. Your goal is to come away from each class with an understanding of why and how each speaker employs critical and independent thinking to arrive at “outside the box” solutions during their successful career.

REQUIRED READING

Buffett: The Making of an American Capitalist - Roger Lowenstein (summer reading)

The Rational Optimist – Matt Ridley (during semester)

Thinking Fast and Slow – Daniel Kahneman (during semester)

The Money Game – Adam Smith, 1968 (summer reading)

SPEAKER LIST (Fall 2019 List – Fall 2021 List is still under construction)

Paul Lountzis – Lountzis Asset Management

Jeff Margolies/Paul MacCrory, Boenning & Scattergood, Stifel Nicolaus

Steven Markowitz, Allen Organ Company

Ryan Connors – Boenning & Scattergood

Clif Haugen, Robb Parlanti, BLB&B Advisors

David Cagliola – Radnor Benefits

William Lawrence – SEI Trust Company

Helen Eaton, Settlement Music School

Ray Reed – Tower Bridge Advisors

Jason Pride – Glenmede Trust Company
Erin Garrett, Sandra Ackerman-Schaufler & Karen Butow– SEI Trust
Robert Hagstrom, Equity Compass Investment Management
Fran Dunphy, Temple University Basketball (retired)
Nick Snyder, North American Helium

**VSB 3900-H01 HON: Innovation & Design Practicum**

Narda Quigley

*Course description forthcoming.*