Spring 2024 Course Descriptions

Please refer to the Registrar’s Master Schedule of Classes for the most up-to-date courses offered in Honors for Spring 2024. Click here to access this list. At the first menu scroll down to ‘Spring 2024’ and then click the ‘Submit’ button. At the next menu scroll down to ‘Honors’ and then click the ‘Class Detail Search’ button at the bottom of the screen. This will display the most up-to-date courses offered in Honors for Spring 2024. Courses with the HON prefix, H sections (i.e.-H01), courses with Honors attributes, and graduate courses count for Honors credit. Schedule is not always correct, so you should always consult the Master Schedule of Classes.

All necessary student forms can be found on the Forms page of the Honors Student SharePoint site. Please click here to access the site.

One Credit Courses
Non-Credit Courses
Intro Level Courses (3 Credits)
Upper-Level Elective Courses (3 Credits)
**One Credit Courses** – These are graded courses that the Honors Program offers every semester. Generally, one credit courses enjoy 1/3 meeting hours, 1/3 readings, and 1/3 deliverables of a regular 3 credit course. These courses can be used to create a 3-credit bundle towards an Honors Credential. The master schedule will designate the course as 1 credit in the title.

**HON 5002-001 Shaping An Adult Life (One Credit)**

Dr. Anna Moreland

This course will address three main clusters around which students learn to shape an adult life: relationships, work, and leisure. The first segment on “relationships” will address how to find and maintain adult friendships. The “work” segment of the course will address issues in career and vocation as well as our attitudes toward money and possessions. The final segment of the course takes up the question of “leisure” in the modern world and asks how to feed the mind, body and spirit while building an adult life.

**HON 5303-001 Shaping A Work Life**

Prof A. Stubbs

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. We wish to provide our students with conversation and instruction surrounding 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. The course offers a one-credit, co-curricular 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.

*This course fulfills the VSB 2000 requirement for students in the Villanova School of Business.*

**HON 5305-001 COLL:Exclusn&ExcptnWrld Affrs**

Prof Lance Kenney

Colloquium: Exclusion and Exception in World Affairs

If world affairs can be thought of as a conversation, who is not included in the discussion? This colloquium will look at issues of exclusion as they relate to global issues, starting with the original ‘inside/outside’ demarcation of the modern state, the great confinements of the 18th century, and the ‘other-‘d’ voices in the international arena (feminism, postcolonialism, etc.). The class will end with an analysis of Agamben’s ‘state of exception’—when the exception becomes the ‘norm’—as it applies to contemporary world events.
This course serves as (1) the capstone for Honors Degree students on the Integrative Capstone track or (2) a 1 credit colloquium course. This course prepares those enrolled for their Integrative Capstone Examination at the end of the Spring 2024 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 the Integrative Capstone Examination, conducted by Madeline Reynolds at the end of the semester. The IC Examination 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 IC 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.
Non-Credit Courses – These are ungraded courses that the Honors Program offers every semester. Generally, a non-credit course is designed to enrich the student experience and does not require the level of work that a one credit course demands. These courses, however, will count toward your course credit allotment each semester, but will not count toward an Honors credential. Refer to your college advisor to see if an individual non-credit Honors course counts toward a college credential. The master schedule will designate the course as non-credit in the title.

HON 5300-100 Handyman University

Michael Ellis

What started as Handyman University has quickly evolved into much more. In addition to handyman skills, students will learn vehicle maintenance, happy paintings, Nova Noodles, game testing and entrepreneurship.

Course is open to student requested content.

HON 5400-DL1 Mindfulness Meditation Immersion

Prof. Kimberly Reilly

Mindfulness is a facultative state that promotes increased creativity, flexibility, clarity, resilience, and peace of mind. Mindfulness meditation practices are simple yet powerful ways of transforming our everyday lives. These practices can help us to reduce stress, overcome obstacles, achieve goals, and engage more deeply with the world around us. This immersive retreat-style course offers a practical, experiential, and theoretical introduction to mindfulness meditation and contemplative practices. Topics covered and practices explored: science of mindfulness/stress, everyday mindfulness, breathwork, seated meditation, yoga, journaling, walking meditation, mantras, mandalas, and compassion meditation. Using breath, movement, and meditation, you will develop a mind-body tool kit to establish the groundwork for a sustainable home practice. Additionally, the asynchronous, distance-learning format allows students to take the course at their own pace throughout the semester.

HON 5410-001 & 100 Performing Arts: Intro Guitar I

Prof. 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 Performing Arts: Intro Guitar II**

**Prof. 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, country and blues tunes more competently and with greater freedom.

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

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**HON 5440-100 At Stoneleigh Grdn: Write Wksp**

**Prof Cathy Staples**

From Goodnight Moon and The Woman Who Flummoxed the Fairies to Wind in the Willows, Sukey and the Mermaid, and Alice in Wonderland along with selected Greek myths—we will read and write our way through Stoneleigh’s gardens, meadows, and woods. We’ll set imagination loose upon such mysteries as the as the disappearing, reappearing water garden in Catalpa court, the three gates to nowhere, the miniature world of the bog garden, the hollow stump down which Alice might have followed a white rabbit, and the lost greenhouse. The workshop begins on Friday afternoon with exercises in observation and imagination. On Saturday morning, we’ll spend the day writing at Stoneleigh Garden. On Sunday, we will gather to share new work in the garden.

Non-honors students, you should be able to self-register on 11/10/2023, if there are issues, please email HonorsProgram@villanova.edu.

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**HON 5440-101 At the Barnes: Poetry Workshop**

**Prof Cathy Staples**

Dr. Barnes’ collection of Impressionist, Post-Impressionist and early Modern paintings will be the centerpiece for this one-weekend, poetry writing workshop. From Cezanne’s card players and Picasso’s acrobats to Matisse’s storytelling interiors—we’ll let the details of paintings “tease us out of thought.” Why did Picasso identify with street acrobats and performers? What are we to make of the repeating “still-lifes” within paintings by Matisse? How might Monet’s painting of his floating boat-studio on the Seine and Matisse’s The Music Lesson be considered responses to world events and, at the same time, self-portraits of the artists? The workshop begins on Friday afternoon with exercises in memory & observation. On Saturday morning, we’ll take the train into Philadelphia and spend the day at the Barnes Foundation on the parkway. We will write our way through the galleries, using paintings and sculpture as well as the ensembles of quirky objects—keys, hinges, candle sticks, and locked chests—as entry points for new poems. On Sunday, we will gather to share new work.

Non-honors students, you should be able to self-register on 11/10/2023, if there are issues, please email HonorsProgram@villanova.edu.
HON 5460-100 Art of Science & Nature: StnlghGdn

Prof. Christine Clay Gorka

Course description forthcoming.
ACS 1001-H01   HON:Moderns
Prof. Michael Thompson

The purpose of this seminar is to continue your introduction into the intellectual and spiritual life of meaning and values within the traditions of the western humanities. This seminar will focus on some of the developments in the modern era of that tradition. The central theme posed by this ACS honors seminar is “Who Am I?” We will read, study, and discuss some of the seminal works of literature, philosophy, theology, and the arts which will propose various responses to this central theme. We will be guided by the insights of St Augustine of Hippo in our evaluations, most especially concerning the complexities of correctly choosing the self which will best result in our happiness. We will also contemplate the implications of failure in this crucial decision.

Texts (semester order): St Augustine’s Just War Doctrine; Shakespeare’s Macbeth; Thomas Hobbes Leviathan (excerpts); Immanuel Kant’s, What is Enlightenment? Sigmund Freud’s, Civilization, and its Discontents; Ron Rosenbaum’s, Explaining Hitler; Simone de Beauvoir’s, Introduction to The Second Sex, M.L. King’s, Letter from Birmingham Jail; Malik Shabazz (Malcolm X), On Afro American History; Pope Francis, Encyclical Fratelli Tutti, -Our Brothers.

We will begin the semester by evaluating St Augustine’s account of the difficulties to be surmounted in justifying violence. Continuing with the role playing and crucial decisions of characters in Shakespeare’s Macbeth which lead to moral catastrophe and their self-destruction. We will analyze the ironic contractarian claims of Thomas Hobbes in Leviathan arguing that individuals can only realize their freedom and full potentials when protected by an absolute sovereign. We will then assess Kant’s claims concerning the necessity of intellectual maturity for enlightenment. We will evaluate Sigmund Freud’s arguments concerning modern individuality in Civilization and its Discontents. We will address the most enigmatic and awful individual in history in Rosenbaum’s Explaining Hitler. We will evaluate the claims of Simone de Beauvoir’s Second Sex, concerning full equality for human being, we will continue the semester with an analysis of the debate, concerning the nature of personhood and individual rights and the horrid effects of racism, between Dr. Martin Luther King and Malik Shabazz (Malcolm X) and end the semester with an evaluation of Pope Francis’ Encyclical Fratelli Tutti, and Catholic Social doctrine, and evaluating the criteria of St Augustine’s expectations for justifying violence.

The students will be required to evaluate textual passages from the readings and a number of assigned questions, throughout the semester. There will be assigned 3 analytic argument essays, a reflection essay, a self-description essay, a creative project, and a final examination. Thank You.

ACS 1001-H02   HON:Moderns
Prof. Margaret Matthews

Course description forthcoming.
ACS 1001-H03  HON:Moderns (GTB)

Dr. Terence Sweeney

This course challenges you to consider what you think is true (and how you know that). Is truth good? Is it useful? Is it knowledge? Can we ever be certain about anything? What if truth is just another name for power? Is it for everyone? Is it everything? Can it set us free?

Texts are drawn from history, literature, philosophy, and theology, with a focus on how what we think is true impacts every aspect of our lives. You will read texts by William Shakespeare, W.E.B. DuBois, Mary Shelley, Plato, Victor Frankl, and you will complete your year-long journey through St. Augustine’s Confessions.

*This section is reserved for the GTB Cohort.*

ACS 1001-H04  HON:Moderns (GTB)

Dr. Helena Tomko

This course challenges you to consider what you think is true (and how you know that). Is truth good? Is it useful? Is it knowledge? Can we ever be certain about anything? What if truth is just another name for power? Is it for everyone? Is it everything? Can it set us free?

Texts are drawn from history, literature, philosophy, and theology, with a focus on how what we think is true impacts every aspect of our lives. You will read texts by William Shakespeare, W.E.B. DuBois, Mary Shelley, Plato, Victor Frankl, and more, and you will complete your year-long journey through St. Augustine’s Confessions.

*This section is reserved for the GTB Cohort.*

ACS 1001-H05  HON:Moderns (GTB)

Dr. Veronica Ogle

This course challenges you to consider what you think is true (and how you know that). Is truth good? Is it useful? Is it knowledge? Can we ever be certain about anything? What if truth is just another name for power? Is it for everyone? Is it everything? Can it set us free?

Texts are drawn from history, literature, philosophy, and theology, with a focus on how what we think is true impacts every aspect of our lives. You will read texts by William Shakespeare, W.E.B. DuBois, Mary Shelley, Plato, Victor Frankl, and more, and you will complete your year-long journey through St. Augustine’s Confessions.

*This section is reserved for the GTB Cohort.*

ACS 1001-H06  HON:Moderns (PPE)

Dr Terence Sweeney

What makes a good citizen in their political and economic lives? This course forms the center of our PPE studies as it is directed towards political and economic questions. The curriculum centers on the consideration of what makes a community and what makes for good economic and political citizenship. Where ACS Ancients focuses on philosophical
theories, this course focuses on political and economic theory and features texts by John Locke, Adam Smith, Karl Marx, Willa Cather, William Shakespeare, Benedict XVI, and others.

This section is reserved for the PPE Cohort.

ACS 1001-H07  HON:Moderns (PPE)
Prof. Eugene McCarraher

What makes a good citizen in their political and economic lives? This course forms the center of our PPE studies as it is directed towards political and economic questions. The curriculum centers on the consideration of what makes a community and what makes for good economic and political citizenship. Where ACS Ancients focuses on philosophical theories, this course focuses on political and economic theory and features texts by John Locke, Adam Smith, Karl Marx, Willa Cather, William Shakespeare, Benedict XVI, and others.

This section is reserved for the PPE Cohort.

ACS 1001-H08  HON:Moderns (BST)
Prof. Brian Satterfield

Course description forthcoming.

ECO 1002-H01   Intro to Macro
Dr Sarah Burke

Attributes: Core Social Science, Social Science Elective

This course introduces basic models of economics and an overview of macroeconomic issues such as the determination of output, employment, and inflation. The economic functions of government, monetary and fiscal policy, and international trade as well as the study of the U.S. free enterprise system and its place in the global economy are considered. The honors section is a rigorous and reading intensive study.

ETH 2050-H01  HON:Medical Ethics (MH)
Dr. Sarah-Vaughan Brakman

This course will introduce the student to major ethical theories, and we will study their application to contemporary moral issues. Ethics asks the questions, “What makes for a good human life, a good human being, or a good human action?” This class offers students the opportunity to make use of the methods practiced in the discipline of ethics to engage the normative vision of the flourishing human life represented in the core curriculum and in the various alternative visions that engage the attention of attentive and reasonable human beings. What students will gain from ETH 2050 is an understanding of, and appreciation for, the real differences that exist between various moral visions that compete for allegiance in the contemporary “marketplace of ideas.” The vision of human flourishing that emerges from Christian, particularly Roman Catholic and Augustinian, sources will be presented as a viable alternative for engaging contemporary moral problems, but it will also be presented as competing with very robust and convincing alternative accounts of the moral life. This particular section of ETH 2050 is part of the curriculum for the Honors Program Medical
Humanities Sequence and as such considers contemporary moral issues that arise in medical research, clinical practice, and health policy. All sections of college ethics are writing enriched.

*This section is reserved for the PPE Cohort.*

**ETH 2050-H02  HON:Eth Trad & Contemp Life**

Dr. Wonchul Shin

ETH 2050 involves students in the ongoing conversation about what constitutes the good life. That conversation involves ancient and modern thinkers, both philosophers and theologians, as well as people alive today, struggling with questions that each generation seeks to answer: What is the good life? What does justice demand of me? Of us? Does it matter what I believe about human nature, or about God, or about society when it comes to how I live my life? Is being happy the same thing as being a good person? One goal of the course is to provide students with “toe holds” into this longstanding conversation. Another goal is to enable students to engage these resources as they might bear upon some contemporary moral problems. These goals will be accomplished through a combination of the following: reading challenging texts, examining some contemporary moral challenges, and writing a series of progressive assignments designed to synthesize the insights of the first two activities.

**ETH 2050-H03  HON:The Good Life:Eth&ContProb**

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 moral obligations do I have to myself? To others? What does the good life look like and what does it require? In this course, we explore how ancient and contemporary thinkers have sought to answer these questions and more. Against a background of Roman Catholic, Augustinian understandings of human flourishing, we will investigate key theories and theorists from the Western ethical tradition, being attentive to underlying biases and assumptions. In addition, we will reflect on what informs our own moral perspectives, explore alternative ethical approaches, and examine various contemporary moral questions.

**ETH 2050-H04  HON:The Good Life:Eth&ContProb**

Dr. Allison Covey

ETH 2050 involves students in the ongoing conversation about what constitutes the good life. That conversation involves ancient and modern thinkers, both philosophers and theologians, who struggle with questions that each generation seeks to answer: What is the good life? What does justice demand of me? Does it matter what I believe about human nature, or about God, or about society when it comes to how I live my life? Is being happy the same thing as being a good person?

One goal of the course is to provide students with “toe holds” into this longstanding conversation. Another goal is to enable students to engage these resources and bring them to bear upon some contemporary moral challenge and/or reality. These goals will be accomplished through a combination of the following: reading some challenging texts, examining some contemporary moral challenges, and writing essays designed to synthesize the insights of the first two activities.
**HIS 1165-H01  HON: Capitalism & Global Commo**

Prof. Andrew Liu

Attributes: Core History

This course asks: what is a commodity, and how can commodities help us understand the social system we call “capitalism”? In doing so, the course will try to weave together complex narratives of human interaction by emphasizing the simple idea that things have been made, sold, and consumed by humans across wide spans of geography and time.

At the start of the semester, we will review several case studies of particular commodities. Specifically, we look at the classic studies of sugar, tea, and opium -- all quintessentially early modern commodities which belong to the era of expanding global trade. Then, we will discuss the birth of the modern industrial world by looking at cotton: the most important commodity of the nineteenth century. Finally, after fall break, we will look at the twentieth century’s vexed history of expansive industrialization -- embodied in the US automobile, which inspired the historical category “Fordism” -- as well as the postmodern story of deindustrialization, globalization, and “just-in-time” logistics at the end of the century.

In the course’s final weeks, we will have student presentations, during which each student will talk about an individual commodity, the history of which they have personally researched and will narrate for the class.

**NUR 1104-H01  HON: Intro Prof Nsg Practice**

Professor Ann Scheve

Examines professional nursing in the context of health care from national and global perspectives. The relationship of core curricular concepts to person-centered care is explored. Impact of healthcare planning, financing and delivery on nursing and global health is discussed.

Students will complete a scholarly review of the literature on a topic that affects vital signs (e.g., dehydration, orthostatic hypotension, measurement methods). Students will develop an annotated bibliography from their literature review. This assignment is foundational towards future honors assignments.

**PHI 1000-H01  HON:Knowledge,Reality,Self**

Martina Ferarri

This course is about us. It is a course about what we know, how we know it, what we are, who we are, and why it all matters. Following a brief introduction about the value of philosophy vis-à-vis these existential questions, the course is divided in 2 parts. In the first part, we consider the classical philosophical questions of knowledge, What is knowledge? How do we know? Does who we are affect what we know? In the second part, we inquire into matters of selfhood and identity by asking, What and who are we? Through these investigations, we will engage both classical and contemporary thinkers, coming to learn that questions of knowledge and selfhood are not separate from the situation within which they are asked. The surrounding reality and its power dynamics affect not only the answers one may give to these questions, but also who and how one can ask these questions to begin with.
PHI 1000-H02  HON:Knowledge,Reality,Self

Dr. 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-H03  HON:Knowledge,Reality,Self

Dr. James Wetzel

"It is necessary to have had a revelation of reality through joy in order to find reality through suffering. Otherwise life is only a dream—more or less bad."

(Simone Weil)

In our section of PHI 1000, we will want to reflect carefully on the difference between knowledge and wisdom. The acquisition of knowledge requires the skillful exercise of a method of knowing, and the result of this exercise, new information, speaks to what is true or real independently of what the knower is like. I can be knowledgeable and still be a pretty dreadful human being. Wisdom, by contrast, is always received as a virtue, and although wisdom may have something essentially to do with knowledge, the two are not the same. It is notoriously true of human beings that we often fail to do what we judge to be best. That is unwise.

Perhaps we don’t know what we think we know; perhaps wisdom will turn out to be a form of knowledge after all, only deeper and more comprehensive than the counterfeit notion we normally presume. Or perhaps wisdom transcends knowledge altogether and so is never simply the object of training and self-cultivation.

We will test the possibilities, all the while keeping in mind that as part of a wisdom tradition, philosophy is as much a way of life as a discipline of inquiry.

PSC 1200-H01  HON:International Relations

Prof Lance Kenney

Attributes: Core Social Science

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**

Prof. Gregory 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/world relationship. Then this will be related to Pope Francis’s encyclical, “Laudato Si’”, which addresses quite concretely how this understanding of the God/human/world 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, 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 socio-economic systems that encourage sustainable, integral human development? How can this help people better seek the true ends of life in love of God and neighbour?

**THL 1000-H02  HON:Faith,Reason and Culture**

Dr. Stephanie Wong

This section of THL 1000 offers a comparative study of Christian, Confucian, and Buddhist engagement with questions of ultimate concern and moral-spiritual practice: What are we, and where do we come from? Why do we human struggle so much, and what can we do about it? For what can we aspire, and what might that salvation, transformation, or awakening entail? This course will involve a careful reading of key Christian, Confucian and Buddhist primary sources, so that students may come to appreciate the distinct questions and internal logic of these diverse traditions. The course will also involve study of cultural and political case studies -- including a visit to a local Philadelphia-region Buddhist site - to better see dynamics of lived religious values at the intersections of religion and culture.

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

Prof. Rachel Smith

Course description forthcoming.
Upper-Level Elective Courses

EGR 2001-H01  HON:Egr:Humanistic Context
Prof Jim O'Brien & David Dinehart
This course will focus on the biggest issues facing the world and the role engineering must play in the solutions. Constitutive groups will be identified and Villanova experts (engineering and other disciplines) will discuss the problems from their perspective area of expertise. Interdisciplinary engineering teams will be used to develop sustainable and humanistic solutions to real world problems.

EGR 4007-H01  HON:Profess & Def of Success (1-Credit Course)
Prof. Frank Falcone
EGR 4007 is a 1 Credit Honors Elective Course open to all 4th year College of Engineering students. Engineering graduate students are also permitted to register for this course. This ‘seminar oriented’ course will be verbally interactive and will focus on the key factors of ‘professionalism’ and the key factors associated with long term professional success. Please note that it is required for Honors Engineering students who plan to graduate with the Honors degree this Spring. Pairing EGR 4007-H01 with your second-semester Engineering capstone course makes the capstone course eligible to count towards an Honors credential (required for the degree, optional for the minor).

ENG 4690-H01  Faulkner & Morrison
Dr. Crystal Lucky & Dr. Jean Lutes
Attributes: Diversity Requirement 1, Diversity Requirement 2
This course features a rigorous inquiry into two of the most celebrated and difficult novelists of the twentieth century. We will read Toni Morrison, a Black woman from a working-class family in the Midwest, in conjunction with William Faulkner, a white man born into an old Southern family. Faulkner’s narrative innovations helped to define American literary modernism in the first half of the twentieth century, while Morrison’s transformative fiction opened the door to scores of authors who followed her. Morrison studied Faulkner while pursuing her master’s degree at Cornell University, and the work of these two literary masters is linked both formally and thematically. Studying Morrison and Faulkner together yields insights—into the sweep of American literary history, the consequences of anti-Black racism and white supremacy, the moral and intellectual challenges of great novels—that are simply not possible when reading them separately. We’ll conclude the semester with an award-winning contemporary novel influenced by both Faulkner and Morrison. The reading list includes The Sound and the Fury (1929) and Absalom, Absalom (1936) by Faulkner, Beloved (1987) and Jazz (1992) by Morrison, and Sing, Unburied, Sing (2017) by Jesmyn Ward.

HON 5501-001  Ind Study & Research
Ms. Emmalee Moffitt
Students should arrange the independent study with the professor/tutor and the Honors Assistant Director. A separate form and approval are required. The form is found on the Forms page of the Honors Student SharePoint site.
**HON 6000-001  Senior Thesis I**  
**Ms. Madeline A. 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**  
**Ms. Madeline A. 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 Exams.

**HUM 4200-H01  Forgiveness: Personal and Political**  
**Dr. Jesse Couenhoven**  
**Attributes:** Core Theology, Diversity Requirement 3, Peace & Justice  
Despite its importance for many philosophers and religious thinkers—not to mention our own everyday lives—there is still much disagreement about forgiveness. Our discussions in this seminar will center around a handful of basic but difficult questions. How should victims respond when their dignity is attacked? Some feminists argue it is most self-respecting to respond with anger, but many psychologists think anger is a way that victims allow injury to define them. Is forgiveness therefore more liberating? It has also been argued that forgiveness permits oppressors to get away with their evil, a concern related to the claim that forgiveness abrogates justice. In order to avoid making forgiveness a tool of oppression, is it right to make repentance a condition for forgiveness—or does making forgiveness depend on oppressors give them too much power? Perhaps these problems could be resolved if we could find a way for forgiveness to be compatible with a proper anger or punishment, but how is that possible? And how do those claims relate to the widespread idea that forgiveness should express love?

Answers to these questions are significant in part for personal reasons; we need to know how to respond to the power dynamics at work in being wronged and addressing our wrongdoing. It is no surprise, then, that forgiveness has become a topic of increasing import and contentiousness. Questions about forgiveness are also significant because of their implications for the politics of justice in response to oppression, as we will see in discussing the truth and reconciliation commission in South Africa, feminist defenses and objections to forgiveness, and in comparing religious views of forgiveness.
NUR 3122-H01  HON:Imper for Global&PubHealth

Prof. LeRai Martin

Factors that influence the health of communities and populations locally, nationally and globally. Public health principles and sciences, epidemiological data, environmental health, social determinants of health, genetics/genomics, influence of culture and health behaviors and health vulnerabilities are addressed.

NUR 4117-H01  HON:Fld Work Leadership & Mgmt

Dr. Kathleen Yates

This course provides students with the opportunity to enact the role of the professional nurse in selected healthcare settings. Students will demonstrate the principles of leadership and management and organizational processes related to the practice of nursing using best current evidence. Professional values, accountability, role transition, collegiality and interprofessional collaboration are translated from the didactic course into the health care environment, including acute care, long term care, home health, community based settings.

Students will assume responsibility for continuous improvement of the quality and safety of a select group of clients.

VSB 2004-H01 & H02  HON:Financial Accounting

Dr. Stephen Liedtka

This course focuses on the role of accounting in financial decision making. This course also provides students with the tools to do their analysis – an understanding of Generally Accepted Accounting Principles (GAAP); the accounting cycle; financial statement elements; valuation and allocation of assets, liabilities, and owners’ equity; accruals vs. deferrals; risk analysis; working capital management; debt vs. equity financing, and cash flow vs. income measurements.

VSB 2007-H01  HON:Corp Respon & Regulation

Dr. Samuel DiLullo

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.

VSB 2121-H01  HON:Business Scholars Seminar

Dr. Beth Vallen

This course will focus on business research. It will include presentations by a team of VSB faculty from different departments covering cutting-edge topics from the main fields of business and with a specific focus on accounting, economics, management, and marketing. The primary goal of the course is to acquaint students with some of the key theories, concepts and empirical findings that underpin these fields. It is a one-credit course, graded as satisfactory/non-satisfactory. It will be offered in the spring semester for VSB Honors students; first year honors students have enrollment preference. Also, this course is a prerequisite for those interested in applying to become a VSB Research Associate in subsequent semesters.
VSB 2121-H02  HON:Business Scholars Seminar

Prof. Mi Luo

This course will focus on business research. It will include presentations by a team of VSB faculty from different departments covering cutting-edge topics from the main fields of business and with a specific focus on accounting, economics, management, and marketing. The primary goal of the course is to acquaint students with some of the key theories, concepts and empirical findings that underpin these fields. It is a one-credit course, graded as satisfactory/non-satisfactory. It will be offered in the spring semester for VSB Honors students; first year honors students have enrollment preference. Also, this course is a prerequisite for those interested in applying to become a VSB Research Associate in subsequent semesters.

VSB 3900-H01 & H02  HON:Innovation & Design Pract

Dr. Alysha Meloche

This course is designed to enrich your awareness and appreciation of a creative approach to problem-solving used by the world’s most innovative organizations. In order to cultivate a design thinking mindset, we will first discuss the conceptual foundations of design and then apply design tools to a real-world, hands-on project. By engaging in field research, brainstorming exercises, prototype development, and customer engagement, you will strengthen your ability to empathize with the ways in which other human beings experience the world around them and develop a new way of thinking about how organizations can translate broadly defined opportunities into value-creating solutions.

VSB 4002-H01 & H02  HON:Strategic Think & Implem

Dr. Pankaj C. Patel

This course covers the strategic management process from the point of view of top corporate executives. Contrary to the popular misnomer at VSB, this is NOT a capstone class, nor is a strategy class a capstone at any business school in the USA. The topic examines the corporation as a whole as well as its relationships with the environment, competitors, customers, and providers of critical resources.

A wealth of new research has emerged in recent years. Briefly, this new research has focused on the resource-based view theory of the firm, competitive dynamics, acquisition and restructuring, international strategy, and corporate governance. The role of innovation in corporations has also assumed a preeminent position in many streams of research. A major premise of this course is that understanding the factors that impact organizational success and survival will enable you as a potential corporate manager to formulate and implement future strategies.

This course is designed to (1) provide you with an understanding of the strategic management process, (2) acquaint you with the process of critical thinking, and (3) provide you with opportunities to argue for the correctness of your interpretation of issues facing U.S. corporations. The objectives require the integration of skills learned in functional areas such as finance, accounting, marketing, and organizational behavior.

The interpretation of competitive and environmental data involves making assumptions about unknown future events. To a significant degree, strategy formulation is the process of making assumptions about future outcomes with incomplete information. Your mastery of two types of learning will assist you in this course as you act in the role of the top manager. The first type of learning consists of conceptual tools derived from theoretical models. More comprehensive treatments of the tools will be covered in higher-level courses. Because the coverage of these tools is
limited, every student will be required to utilize the ones that we do study in a variety of analytical circumstances. It will not be possible to pass the course without demonstrating a mastery of these tools. The second type of learning is critical thinking. For many students, this is new and much more difficult. Critical thinking entails (1) examining the assumptions upon which our conclusions depend, (2) looking at the evidence for these assumptions, and (3) exploring other plausible alternative assumptions.

Through lectures, class discussions, readings in the text, case studies (both oral and written), written assignments, examination, and your participation in a study group, this course simulates the choices facing top managers as they conceive and operate a major corporation, or redirect one of its lines of business. The syllabus is based on Jay Barney’s, one of the thought leaders in strategy, classes on strategy. A firm’s strategy is its “theory” of how to gain a competitive advantage in its marketplace(s). Strategic management is the process through which managers develop and implement a firm’s strategy.

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others are crucial to universal learning. Any student with particular needs should contact the Office of Disability Services at the start of the semester to coordinate appropriate accommodations.

Then you and I will work together to ensure your academic success in this course as well as the appropriate accommodations needed for this course.