

VILLANOVA UNIVERSITY HONORS PROGRAM

Spring 2025 Course Descriptions

Please refer to the Registrar's Master Schedule of Classes for the most up-to-date courses offered in Honors for Spring 2025. Click [here](#) to access this list. At the first menu scroll down to 'Spring 2025' 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 2025. Courses with the HON prefix, H sections (i.e.-H01), courses with Honors attributes, and graduate courses count for Honors credit. Schedules are 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.

[1-Credit College Specific Courses \(Non-Bundable\)](#)

[1-Credit Honors Colloquium Courses \(Bundable\)](#)

[1-Credit Honors Enrichment Workshops \(Non-Bundable\)](#)

[Intro Level Courses \(3 Credits\)](#)

[Upper-Level Courses \(3 Credits\)](#)

1-Credit College-Specific Courses

EGR 4007-H01 HON: Profess & Def of Success

Instructor: 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.

VSB 2121-H01 HON: Business Scholars Seminar

Instructor: 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.

Attribute: Management

VSB 2121-H02 HON: Business Scholars Seminar

Instructor: 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.

Attribute: Management

1-Credit Honors Colloquia 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. Three of these courses may be bundled to form the equivalent of one, 3-credit, upper-level Honors course counting towards an Honors Credential. The master schedule will designate the course as a “**Bundleable 1 credit colloquium for Honors credit.**”

HON 5002-001 Shaping an Adult and Adult Life

Instructor: Dr. Anna Moreland

This course offers students unable to take the 3-credit version of “Shaping an Adult Life” an abbreviated examination of adult living. It will address three main clusters around which students learn to shape an adult life: work, leisure, and relationships. The first segment of the course on “work” will address issues in career and vocation as well as our attitudes toward money and possessions. The second segment 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. The final segment on “relationships” will address how to find and maintain adult friendships and romantic relationships. By the end of the course, students will be more thoughtful and reflective about their career prospects, their approach to leisure time, and their friendships and relationships.

This 1-credit colloquium course CAN be used for a 3-credit bundle.

HON 5003-001 & 002 Shaping a Work Life

Instructor: Dr Terence Sweeney

The purpose of this course is to help you better understand yourself, what makes for good work, and how you might actualize a life of meaningful work. This class will be philosophically grounded. That is to say, we are going to be asking lots of questions that will require you to reflect on fundamental questions about the good life.

We will also be preparing ourselves for our working lives by cultivating skills that will help us navigate the working world. We will develop our resumes and cover letters. We will practice our interviewing skills and personal storytelling. But we will do it all with a deeper aim than simply trying to help you get a job. The deeper aim of this course is to help you align your working life with your deepest values, your fundamental beliefs, and to help you envision and pursue the good life.

This 1-credit colloquium course CAN be used for a 3-credit bundle.

HON 5305-001 COLL:Flannery O'Connor

Instructor: Paul Camacho

2025 marks 100 years since the birth of Flannery O'Connor, the American master of the short story. Her imagination presents an unforgettable and striking mix of violence, grace, pride, race, love, suffering, and beauty—as did her brief life curtailed by lupus. Ethan Hawke's new film, *Wildcat*, features both her story and her stories. As wildcats ourselves, we'll venture to BMFI to view the film and read the "Wildcat 6"—O'Connor's six unmatched fictional masterpieces woven into the movie and ingrained into American culture.

Attributes: Humanities

This 1-credit colloquium course CAN be used for a 3-credit bundle.

HON 5305-002 COLL:Flannery O'Connor

Instructor: Michael Tomko

2025 marks 100 years since the birth of Flannery O'Connor, the American master of the short story. Her imagination presents an unforgettable and striking mix of violence, grace, pride, race, love, suffering, and beauty—as did her brief life curtailed by lupus. Ethan Hawke's new film, *Wildcat*, features both her story and her stories. As wildcats ourselves, we'll venture to BMFI to view the film and read the "Wildcat 6"—O'Connor's six unmatched fictional masterpieces woven into the movie and ingrained into American culture.

Attributes: Humanities

This 1-credit colloquium course CAN be used for a 3-credit bundle.

HON 5440-100 At Stoneleigh Grdn:Write Wksp

Instructor: 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. **Dates: 2/7/25 (5:00-9:00 PM), 2/8/24 (10:00 AM-5:00 PM) & 2/9/25 (11:00 AM-2:00 PM)**

Attributes: Creative Writing

This 1-credit colloquium course CAN be used for a 3-credit bundle.

HON 5445-100 At Barnes: Poetry Workshop

Instructor: 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-lives" 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. **Dates: Dates: 4/11/25 (5:00-9:00 PM), 4/12/24 (10:00 AM-5:00 PM) & 4/13/25 (11:00 AM-2:00 PM)**

This 1-credit colloquium course CAN be used for a 3-credit bundle.

HON 6003-001 Integrative Capstone

Instructor: Emmalee Moffitt Brown

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 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 Emmie Moffitt Brown 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.

This 1-credit colloquium course CAN be used for a 3-credit bundle with some exceptions. This class is only eligible to bundle for students NOT pursuing the CLAS Honors degree with the Integrative Capstone track. Integrative Capstone may be bundled as a colloquium by students pursuing any of the following:

1. Honors Engineering Degree
2. Honors VSB Degree
3. Honors Nursing Degree
4. Thesis track of an Honors CLAS Degree
5. Honors Minor

1-Credit Honors Enrichment Workshops

These are ungraded courses, in which students are evaluated at the Satisfactory/Unsatisfactory level, that the Honors Program offers every semester. Generally, an Honors Enrichment Workshop 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. The course will show up on your transcript, and "Satisfactory" or "Unsatisfactory" will appear in place of regular letter grades. Refer to your college advisor to see if an individual Honors Enrichment Workshop course counts toward a college credential. The master schedule will designate the course as a "Non-Bundleable 1 credit."

HON 5400-DL1 MindfulnessMeditationImmersion

Instructor: 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 weekend retreat offers a practical, experiential, and theoretical introduction to mindfulness meditation and contemplative practices. This program is suitable for individuals wanting to deepen their knowledge and personal practices of meditation (including students who have taken the full semester Mindfulness Meditation course) and/or students with some preliminary experience in mindfulness-based 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.

This asynchronous distance-learning immersion will be held online and can be taken at your own pace (though it is designed to be a three-day experience). All work must be completed before finals.

This 1-credit course CANNOT be used for a 3-credit bundle.

HON 5410-001 & 100 Performing Intro Guitar I

Instructor: 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.

This 1-credit course CANNOT be used for a 3-credit bundle.

HON 5410-002 & 101 PerformingArts:Intro Guitar II

Instructor: 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.

This 1-credit course CANNOT be used for a 3-credit bundle.

HON 5460-100 Landscape Painting Meditation

Instructor: Christine Clay

This course is given with the intention of finding self-awareness and reflection through appreciation of the natural world .Students will create an acrylic painting based on observation and imagination. **Dates: Saturday 4/5/25 and Sunday 4/6/25 10:00 AM - 2:00 PM**

This 1-credit course CANNOT be used for a 3-credit bundle.

HON 5465-100 Studio Arts: Celtic Landscape

Instructor: Tina Bizzaro & Christine Clay

In this course, will explore the natural beauty and mystery of storied Irish landmarks and historic sites which will culminate in creating a watercolor painting of your observations. **Dates:**

Saturday 03/15/25 and Sunday 03/16/25 10:00 AM - 2:00 PM

This 1-credit course CANNOT be used for a 3-credit bundle.

Intro Level Courses (3 credits)

ACS 1001-H01 HON:Moderns

Instructor: 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 supporting or rejecting 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

Instructor: Timothy Jackson

Course description forthcoming.

ACS 1001-H03 HON: Moderns (GTB)

Instructor: 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 you will complete your year-long journey through St. Augustine's Confessions.

This section is reserved for The Examined Life: The Good, the True, and the Beautiful Cohort.

ACS 1001-H04 HON: Moderns (MDH)

Instructor: Dr Jahdiel Perez

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 Medical Humanities Cohort.

ACS 1001-H05 HON:Moderns (GTB)

Instructor: Dr Ian Clausen

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 Examined Life: The Good, the True, and the Beautiful Cohort.

ACS 1001-H06 HON:Moderns (PPE)

Instructor: Dr Terence Sweeney

Where our first semester centered on the philosophy of the human person and an account of the good life, our second PPE semester focuses more on political and economic theory. We will

center our reflections on the question of community (what makes an 'us'?) and the question of what makes a good citizen? Throughout the semester, our answer to the former questions will structure how we consider the latter in that different political and economic formations will summon forth different models of good citizenship. We will consider the relative strengths and weaknesses of different economic and political models. Does the good citizenship of one economic and political model promote the good of the human person?

While doing so we'll engage thinkers such as Aristotle, Claude McKay, Thomas Hobbes, Hannah Arendt, and Pope Francis

This section is reserved for the Philosophy, Politics, and Economics Cohort.

ACS 1001-H07 HON:Moderns (PPE)

Instructor: Eugene McCarraher

Where our first semester centered on the philosophy of the human person and an account of the good life, our second PPE semester focuses more on political and economic theory. We will center our reflections on the question of community (what makes an 'us'?) and the question of what makes a good citizen? Throughout the semester, our answer to the former questions will structure how we consider the latter in that different political and economic formations will summon forth different models of good citizenship. We will consider the relative strengths and weaknesses of different economic and political models. Does the good citizenship of one economic and political model promote the good of the human person?

While doing so we'll engage thinkers such as Aristotle, Claude McKay, Thomas Hobbes, Hannah Arendt, and Pope Francis.

This section is reserved for the Philosophy, Politics, and Economics Cohort.

ACS 1001-H08 HON:Moderns (BST)

Instructor: Ian Clausen

Welcome to *Moderns*, the second half of the two-semester Augustine and Cul-ture 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. ***This section is reserved for the Business, Society & Technology Cohort.***

ECO 1002-H01 HON:Intro to Macro

Instructor: Dr Sarah Burke

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.

Attributes: *Core Social Science, Social Science Elective*

ENG 1975-H01 HON:Core Sem:Family Secrets

Instructor: Dr. Jean Lutes

This course requires you to be imaginative, rigorous readers and writers. You will consider what it means to read deeply and you will practice writing as a way of generating and sharing sophisticated ideas. Along the way, you will analyze the role of family secrets in a variety of literary texts from a range of genres and historical eras. We will survey a range of secrets (sexual, emotional, criminal, spiritual, historical) and we will pay special attention to the ways that great literature creates, manages, and exposes secrets. Among the questions we will ask: How and why do we keep secrets in our most intimate relationships? Which secrets define our experiences and identities? What purpose does "an open secret" serve? By the end of the semester, you will have a renewed appreciation for the power and danger of knowledge withheld. Likely texts include August Wilson's *Fences* and Toni Morrison's *The Bluest Eye*.

Attributes: *Core Lit & Writing Sem, Gender and Women's Studies*

ETH 2050-H01 HON:GoodLife:Eth&ContProb(MH)

Instructor: Dr. Stephen Napier

Some issues in bioethics are just plain weird: a headless frog, with functional organs, was cloned in 1997. Other issues implicate our deepest values of life, health, happiness etc. This course will survey bioethical issues that invite reflection on those values we cherish most, life, health, and fulfillment. We begin the course with very broad structural issues and "descend" down to specific cases that one might encounter in either the clinical or research ethics setting. Under the heading of structural issues, we explore such things as drug or device development, and ways in which health care coverage is achieved. As we descend down from these broader political and structural issues, we encounter issues such as human enhancement, issues in neuroethics, ethics of death and dying, and the ethics of research on the nonconsenting, and risky research on those who can consent. We begin the course with a brief survey of certain moral outlooks and a brief explanation of how human beings typically think on moral matters.

This section is reserved for the Medical Humanities Cohort.

ETH2050-H02 HON:The Good Life:Eth&ContProb

Instructor: Dr. James W. Waters

Like other sections of ETH 2050, this course introduces students to classical and contemporary sources in ethics, including primary sources from thinkers such as Aristotle, Augustine, Thomas Aquinas, Immanuel Kant, and John Stuart Mill. In addition, students will read a range of contemporary sources that will allow us to explore some of these thinkers' moral theories and accounts of justice (a foundational ethical concept).

The second part of the course engages contemporary issues related to class, race, gender, sexuality, war, and the environment. In particular, this ETH 2050 section focuses on the discursive strategies and moral-religious arguments theorists and activists rely on to create social change.

The main course objectives are to promote a sophisticated grasp of essential moral dimensions of human life and a greater awareness of our continued participation in complex, living traditions of critical reflection on what it means to be moral and live well together.

ETH2050-H03 HON:The Good Life:Eth&ContProb

Instructor: 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.

HIS1075-H01 HON:Global Women & Daily Life

Instructor: Dr. Gina Talley

This course will explore major subjects, themes, and approaches to the Core History, Gender and Women's Studies, Peace & Justice of women in everyday life in a global comparative context. We will focus on women and gender (what it means to be a man or a woman in a particular time and context) in relationship to major movements and events in the nineteenth and twentieth centuries. We will examine and compare the lives of Native American women, African women, American women, Asian women, Latina women, Middle Eastern, and European women. We will consider topics such as industrialization, colonialism, imperialism, feminism, war, reproduction, and welfare policies by reading and analyzing monographs, scholarly articles, memoirs, and oral histories. Through an introduction to the historical methods of social and

cultural history we will explore and compare women in various countries to examine the lived experiences of race, ethnicity, class, region, and sexuality. We will also be attentive to the differences among and between women of various groups. Particular consideration will be given to women's agency, women's autonomy over their own bodies, and the relationship between women and the state. In both lecture and discussion, we will examine primary and secondary historical sources, interpret their meanings, and create our own analyses.

Attributes: *Core History, Gender and Women's Studies, Peace & Justice*

PHI 1000-H01 HON:Knowledge,Reality,Self

Instructor: Professor John Carvalho

The specific goal of this course is to position the classical Greek and Christian philosophical traditions in relation to contemporary problems in the philosophy of mind. We will start with the provocative claim that "the soul is the prison of the body." This claim reverses the common wisdom that the body is what keeps the soul from achieving its essence. We will explore how discipline serves to form our bodies in accord with the mandates of society and show how discipline and these mandates derive from the classical Greek and Christian foundations of Western civilization. We will consider whether philosophy can help us mount a "prison break" drawing from 20th and 21st century writings on the body, including the erotic power of the body, the relation of the body to music and sexuality. We will conclude by asking whether the truths the soul would use to imprison the body are just so many illusions that are best evaluated in aesthetic terms and whether on these terms the body might be freed from its bonds.

PHI 1000-H02 HON:Knowledge,Reality,Self

Instructor: Prof. Justin Humphreys

Human beings by nature desire to know, preferring true beliefs to false ones. But what can we know? A satisfactory answer to this question faces three major challenges. First, we should say what sort of state or relation or mode of being you are in, when you know something, that is, what knowledge is. Second, we should say what could be a potential object of knowledge, that is, what counts as reality. Third, we should say what sort of thing could have knowledge, or what self you must be, in order to be a knowing being. The aim of this course is to examine some of the answers to these questions that have been offered by philosophers. Success in this course depends on a willingness to read and interpret sometimes obscure texts, and to discuss ideas that may be far removed from the practical considerations of ordinary life. And because this course questions the meaning of knowledge, reality, and the self, there is no guarantee that we will leave knowing more than we did at the beginning. Nevertheless, working on the philosophers might at least help us lead an examined life, and perhaps to know that we don't know, when we don't know something.

PHI1000-H03 HON:Knowledge,Reality,Self

Instructor: Farshid Baghai

It is common sense that we need an education to become an accountant, biologist, dentist, engineer, lawyer, mathematician, nurse, physician, teacher, veterinarian, zoologist, etc. But when it comes to how we live and make decisions in our lives it is often assumed that we can figure it out without much education. Our course challenges this assumption. Instead, it suggests that we need to continually reflect on, catch up with, and get educated about ourselves, others, and the world around us in order to live a more informed and morally responsible life. As part of this education, our course focuses on three central questions that are crucial for how we live and make decisions in 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 course, we seek to reflect on our habitual and pre-reflective responses to the three central questions and facilitate an 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.

PSC 1200-H01 HON:International Relations

Instructor: Prof 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.

Attributes: *Core Social Science*

PSY 1000-H01 HON:General Psychology

Instructor: Rebecca Brand

Psychology is the scientific study of the mind, brain, and behavior. It's all about us – you and me and everyone else. I want to share with you how fun psychology can be, and how relevant to optimizing our own lives. At the same time, the fact that it is a topic we already know a lot about can make it challenging, because we may have to “un-learn” things we think we know, if it turns out the science doesn't bear them out. Welcome!

Attributes: *Core Social Science, Social Science Elective*

NUR 1104-H01 HON:Intro Prof Nsg

Instructor: Jennifer Ross

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.

NUR 1104-H02 HON:Intro Prof Nsg

Instructor: Jesse Wool

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.

THL 1000-H01 Faith, Reason and Culture

Instructor: Greg 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 Faith, Reason and Culture

Instructor: Emma Kennedy

Course description forthcoming.

Upper-Level Courses

CHI 3412-H01 HON:Classical Chinese Philosophy

Instructor: Thomas Noel

故天將降大任於是人也，必先苦其心志，勞其筋骨，餓其體膚，空乏其身，行拂亂其所為，所以動心忍性，曾益其所不能。人恒過，然後能改；困於心，衡於慮，而後作。

“Thus, when Heaven is about to bestow some great responsibility upon a person, It will be sure to first embitter their heart and resolution, belabor their sinews and bones, starve their body, impoverish their person, and all that they undertake will be thrown into chaos. By these means Heaven will move their heart, harden their character, and compensate for their frailties. Humans constantly err, and thereafter they improve; their hearts are besieged, their concerns weigh heavily, and then they set to work.

- Master Meng, II.24

Why do we suffer, and what should we do about it? Are suffering, marginalization, oppression, and injustice intrinsic to human life, or is our purpose to labor against such things? Is it possible to live a “good life” informed by pleasure and morally principled choices? What tangible actions can we take to live in a more fulfilling and ethical way, and what roles (if any) should the state, the supernatural, and the cosmic play in helping us do so? These questions mattered as much in early China as they do now, but the answers discovered then are radically different than those we are commonly given today.

This course explores foundational texts in the early history of Chinese thought, for two reasons. One is that the past is the source of the present. The ideas explored in these texts are the sources of thinking throughout East Asia today, whether we know it or not. This does not make the texts right or wrong, but anyone curious about the world in which we now live should be interested to know where the minds of our contemporaries get their materials. It is also essential that we see how constellations of ideas that today seem mutually contradictory seemed to converse naturally millennia ago.

The other reason for reading these texts is that the past has nothing to do with the present. As it is commonly said, “The past is another country, they do things differently there.” The present tense of “do” is the best part of that line: it emphasizes the fact that the past is always present, but always strange. Therefore, we will also constantly find ourselves asking what Chinese thinkers living two millennia ago would have said about our current notions of universal rights, social justice, and the ongoing struggles to alleviate human suffering and understand our place in the larger cosmic arena.

Attributes: *Asian Studies, Chinese, Core Theology, Diversity Requirement 3*

COM 3405-H01 HON:Health Communication

Instructor: Dr. Allie Levin

How is health discussed, changed, and defined through communication? For whom? Why? This course seeks to answer these questions and more by providing an overview of health

communication research. After unpacking core theories in the field, we will address topics such as message effects, culture, interpersonal communication, health communication campaigns and campaign evaluation, entertainment-education, and patient-provider and workplace communication about health. Students will have the opportunity to learn the strategies employed by health communication campaign designers. Ultimately, students will apply their knowledge in a partnership with The Office of Health Promotion.

Attributes: *Health Humanities Medical Arts*

EGR 2001-H01 HON:Egr:Humanistic Context

Instructor: Dr. David Dinehart

This course focuses on the main 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.

HON 5501-001 Ind Study & Research

Instructor: Emmalee Moffitt Brown

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

Instructor: Brett Wilmot

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

Instructor: Dr. Brett Wilmot

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 April, you will defend your thesis at our Honors Thesis Defense Day. Your final thesis paper is due by the final day of exams.

NUR 2108-H01 Human Pathophysiology

Instructor: Dr Theresa Capriotti

This course explains the basic mechanisms of the pathogenesis of human disease from the molecular, histologic, and systemic perspectives. Emphasis is placed on pathophysiologic conditions that are commonly experienced by the individual and 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. Honors students are given a learning contract which describes an assigned pathophysiology topic for completion of a review of the literature. Specific objectives are delineated which are aimed at writing a manuscript for publication.

NUR 3122-H01 HON:Imper Global&PubHealth

Instructor: 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.

Attributes: *Peace & Justice*

NUR 4117-H01 HON:Fld Work Leadership & Mgmt

Instructor: Professor Kathleen Yates

Course Description: 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.

The student will develop an additional Reaction Paper selecting a concept related to leadership/management that is determined to be a potential problem on the assigned clinical unit. The student will also complete an additional clinical day shadowing a nurse in a Leadership/Management role.

VSB 2004-H01 & H02 HON:Financial Accounting

Instructor: 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 & deferrals; risk analysis; debt vs. equity financing, and cash flow vs. income measurements.

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

Instructor: Dr. Alysha Meloche

This course applies the principles of creative problem solving and design thinking to address complex, real-world business challenges. Students will collaborate with external partners and stakeholders to understand these challenges and develop innovative, user-centered solutions. The course emphasizes hands-on experience in designing, prototyping, and testing solutions through iterative processes.

Students will learn both generative and evaluative research methods, including qualitative and quantitative approaches, to gain deeper insights into user needs and behaviors. Throughout the course, leadership skills for managing creative teams will be a key focus, helping students to foster an innovative environment that encourages collaboration, critical thinking, and experimentation.

By the end of the course, students will be equipped with the tools and methodologies necessary to lead creative teams, solve complex business problems, and develop innovative, user-focused solutions.

Attributes: **Management**

VSB 4002-H01 & H02 HON:Innovation & Design Pract

Instructor: Pankaj 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.