Spring 2023 Course Descriptions – Upper Level Elective Courses (3 credits)

Please refer to the Registrar’s Master Schedule of Classes for the most up-to-date courses being offered in Honors for Spring 2023. Click here to access this list. At the first menu scroll down to ‘Spring 2023’ and the 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 being offered in Honors for Spring 2023. 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 with the Master Schedule of Classes.

COM 3405-H01 Health Communication

Allyson Levin

How can health behaviors change through communication? For whom? Why? What are the ethics of doing so? 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, narratives, culture, health communication campaigns and campaign evaluation, entertainment-education, stigma, and doctor-patient 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 to research and design a targeted health campaign of their own.
**EGR 2001-H01 Egr: Humanistic Context**

*Dr. 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. The course objectives include being able to:

1. Identify the National Academy of Engineering Grand Challenges and United Nations Sustainability Goals.
2. Develop an in-depth knowledge of a specific Grand Challenge and identify how each of the engineering disciplines is needed to address the issue.
3. Develop engineering solutions to global problems while considering the broader humanistic context and ethical implications.
4. Identify a need and design and implement an engineering solution to meet the need for a specific refugee/asylum seeking population/location.
5. Define interdisciplinary engineering problems within a humanistic context and effectively communicate solutions via oral presentation and technical reports.

**HON 6000-001 Senior Thesis I**

*Madeline Reynolds*

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

**HON 6002-001 Senior Thesis II**

*Madeline Reynolds*

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

**HUM 2900-H01 Body & Soul**

*Dr. Dylan Belton*

What the soul is and how to conceive of its relation to the body have been, and remain, questions of perennial and cross-cultural importance. But what does it mean to say that we have a soul, and what about us is the soul meant to explain? Why is it that belief in the existence of a soul is present in almost every human culture that we know of? What does contemporary science say on the matter? What exactly is the relation between the soul and the body, and how are both shaped by experience, relationships, and our wider political-cultural contexts? How do we “care” for both body and soul? The answers to such questions are neither obvious nor the same across cultures, philosophical systems, and religions. This course therefore invites students into an exploration of “body and soul” from an interdisciplinary perspective. We will read material in contemporary neuroscience, psychology, psychiatry, sociology, and anthropology. We will also read philosophy, Christian theology, and non-Christian religious sources. Students will be challenged to think creatively and to develop an interdisciplinary perspective on the body (embodiment) and soul. The questions addressed in our investigation are by no means antiquated religious and/or philosophical puzzles. They have a direct bearing on our own quests for self-understanding, meaning, wisdom, health, and happiness within our contemporary cultural, political, and economic context.

**NUR 3122-H01 Imper for Global & Pub Health**

*Catherine Curley*

This course provides a foundation for students to examine factors that influence the health of communities and populations locally, nationally, and globally. Students use basic public health principles and sciences to identify factors that influence, promote, and maintain health of populations. The course emphasizes the use of epidemiological data, and knowledge related to environmental health, social determinants of health, genetics/genomics, ethics, the influence of culture, and health behaviors in identifying the nurse’s role in population health. Health systems will be explored in examining the impact on community and population health. There is an emphasis on health vulnerabilities as they relate to communities and populations. Planning, implementing, and evaluating the health needs of populations are examined within the context of evidence-based practice, teamwork, interdisciplinary collaboration, and informatics.
principles. Learner-focused teaching strategies provide the foundation for students to build their knowledge, skills, and values.

NUR 4117-H01 Fld Work Leadership & Mgmt

Professor 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.

PJ 2800-H01 Race, Class & Gender

Carol Anthony

We are in the midst of a period when collisions of different identities and visions of justice have erupted. The horrific murder of George Floyd amidst the vice of the pandemic has made us aware of those issues and experiences that have always been there, but which now are seen more starkly than ever. Violence has occurred through the contestation of who matters, why and how: Blacks or Whites, those with a gun or those on the other end; those with a mask or those who refuse to; those without health insurance and financial security or those who “deserve” them; women with political voices or those who oppose them; those who are queer or those whose religious views believe they are not due to equal treatment and those who are undocumented immigrants seeking asylum from violence or those who are aliens who do not deserve to be in this country. This course will examine these issues of “difference” and the complexities of intersectionality in and through systems of power and privilege. In keeping with the principles of Catholic Social Thought and as modeled in the life of the late John Lewis, our critical lens here will be on who is most vulnerable to the dominant conceptional, social, political, economic forces with a vision toward how we might commit to and realize what dignity and justice for all looks like.
PSC 4175-H01 Black Women in the Civil Rights Movement

Frank Pryor

Black women played a variety of important roles in the Civil Rights Movement (CRM). They faced racism and sexism but never-the-less served in a multiplicity of roles including leaders, demonstrators, and organizers. Their story and impact will be examined by exploring the lives and contributions of four prominent women during this tumultuous period of social change. Through biography and autobiography, we will primarily explore the experiences of Constance Baker Motley, Fannie Lou Hamer, Assata Shakur and Angela Davis and the very divergent pathways they pursued in an effort to advance the Black freedom struggle in the United States.

VSB 2004-H01 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 3900-H02 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.
This course covers the strategic management process from the point of view of top corporate executives. Therefore, it examines the corporation as a whole as well as its relationships with the environment, competitors, customers, and providers of critical resources. 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 own 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. Your mastery of two types of learning will assist you in this course as you act the role of top managers. 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 is 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. You will learn through lectures, class discussions, readings in the text (11 Chapters), case studies (10 Harvard Business School studies), the novel “What I Didn’t Learn in Business School: How Strategy Works in the Real World,” and the book “Algorithms to Live by: The Computer Science of Human Decisions. 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.