

Introducing the Honors Program

The DePaul University Honors Program seeks to extend students' perspectives beyond their academic majors and to foster critical thinking, self-reflection, global citizenship, and an examination of values. To achieve these goals, the Honors Program offers a specific architecture of interdisciplinary courses intended to challenge students who have demonstrated academic achievement and wish to pursue a rigorous curriculum. The honors curriculum promotes global awareness, preparing students to learn about and respect other cultures while developing a sense of social responsibility in keeping with the university's Vincentian mission.

The program is characterized by small, seminar-style classes taught by experienced and dedicated faculty, dynamic academic advising, and a steadfast commitment to excellence. The director and staff work hard to preserve these qualities and to provide honors students with a sense of a scholarly community within the larger university.

Honors Learning Outcomes

Goal 1: Mastery of Content

1.1. Demonstrate breadth and depth of knowledge of the arts, humanities, mathematics, natural sciences, social sciences, and a second language.

Goal 2: Intellectual and Creative Skills

- 2.1. Comprehensively access, systematically analyze, and critically evaluate data and ideas.
- 2.2. Construct, support and effectively communicate complex ideas and arguments in speech, writing, and other media.
- 2.3. Analyze and evaluate texts, creative works, and other primary sources.

Goal 3: Personal and Social Responsibility

3.1. Evaluate ethical issues from multiple perspectives and identify opportunities and strategies for social transformation.

Goal 4: Intercultural and Global Understanding

- 4.1. Demonstrate respect for human diversity, and a critical awareness of personal assumptions, stereotypes, and biases when confronting difference.
- 4.2. Demonstrate understanding of global interconnectedness and interdependencies.

Goal 5: Integrative Learning

- 5.1. Reflect on the connections between individual experiences and the Honors curriculum.
- 5.2. Design, research, and execute a significant, interdisciplinary project.

Honors Core Courses

Honors students will generally take one or two honors core courses per quarter in the first two years, and one or two honors core courses per year in the junior and senior years. In addition to honors core courses, honors students will also complete requirements in language, science, mathematics, and fine arts, which are explained later in this handbook. Following is a list of honors core courses and a recommendation for the year they should be completed. Please note that this is only a guide. The honors curriculum should be completed according to the academic plan of the individual student.

First Year

HON 110/111—Discover or Explore Chicago

HON 100 —Rhetoric and Critical Inquiry

First or Second Year

HON 101—World Literature

HON 102—History in Global Contexts

HON 104—Religious Worldviews and Ethical Perspectives

HON 105—Philosophical Inquiry

HON 180—Data Analysis and Statistics

Second or Third Year

HON 201—States, Markets, and Societies

HON 205—Interdisciplinary Arts

HON 207—Topics in Cognitive Studies *NO NEW PROPOSALS ACCEPTED

HON 208—Topics in Socio-Cultural Inquiry *NO NEW PROPOSALS ACCEPTED

HON 225—Honors Lab Science Topics

Third Year

HON 301—Honors Junior Seminar in Multiculturalism

Hon 302—Honors Junior Seminar in Social Justice

Fourth Year

Honors Capstone: HON 350 or 351 (Senior Seminar) or HON 395 (Senior Thesis)

Course Descriptions for 100-Level Honors Core Courses

HON 100: Rhetoric and Critical Inquiry – This course provides students with intensive writing experience and knowledge to create effective academic discourse, develop critical thinking skills, explore issues of form and style, examine arguments, and complete a research paper. A grade of C- or better is required to pass HON100 and remain in the Honors Program.

Honors students who successfully complete this course will be able to –

- Demonstrate proficiency in several genres of written discourse.
- Communicate ideas, facts, theories, and arguments effectively.
- Demonstrate a conception of writing as an interaction between writer and reader; analyze audience knowledge, assumptions, and disposition.
- Demonstrate an ability to read and evaluate the writing of others with accuracy and insight.
- Demonstrate strategies of effective research, including locating material, note taking, summarizing, and paraphrasing.
- Demonstrate the ability to develop and support a thesis using evidence from research.
- Incorporate quotations and paraphrased passages into their writing and document this material using the standard scholarly apparatus.
- Increase skill in using the language of academic writing, including an accurate, versatile vocabulary and correct syntax and usage.
- Complete a research paper making use of a variety of sources and incorporating material using a standard form of documentation.

HON 101: World Literature – Reading, writing, and informed discussion are at the heart of this course, which uses literary texts from a range of cultures and historical periods to explore ways in which authors employ literary techniques to address issues. This course is writing intensive and includes a mix of formal and informal writing assignments to help students improve their writing and analytical skills.

Honors students who successfully complete this course will be able to –

- Perform a “close reading” of specific passages from a text.
- Locate information to provide historical and/or cultural context for specific texts.
- Identify particular literary techniques at work in a text.
- Produce a written argument offering an interpretation of a text.
- Compare or contrast the way authors address a particular issue across a variety of historical and cultural contexts.

HON 102: History in Global Contexts – With the goal of enhancing historical literacy and critical thinking, this course invites students to explore how the interdisciplinary tools of historical inquiry aid them in their encounter with the multicultural past through study of a particular society or societies. Topics vary depending on the section and professor.

Honors students who successfully complete this course will be able to –

- Demonstrate an understanding of the complexities, diversities, and changes over time of the societies they study, and a nuanced awareness of how the interactions of culture and geography shape important events.
- Demonstrate familiarity with chronologies, narratives, and repositories for historical information, and an awareness of how the knowledge of the past was – and is – constructed.
- Differentiate between primary, secondary, and tertiary sources, and demonstrate the literacies necessary to analyze them.
- Differentiate between evidence and interpretation in a work of historical writing.
- Accurately summarize and critically analyze historians' arguments.
- Demonstrate the ability to synthesize historical evidence and communicate historical knowledge, both orally and in writing, and to cite researched material in an acceptable format.

HON 104: Religious Worldviews and Ethical Perspectives – By examining individual religious traditions within a comparative framework, students gain knowledge of the nature and function of religion in a broad spectrum of human experience and cultivate an awareness of the different ways of being religious.

Honors students who successfully complete this course will be able to –

- Analyze and reflect on the meaning of religious beliefs and practices.
- Describe and compare multiple ethical perspectives, and evaluate the underlying assumptions and implications of these perspectives.
- Reflect on the sources of their own values and how these formative influences affect the choices they make.
- Demonstrate a respect for human diversity, and a critical awareness of their own assumptions, stereotypes, and biases when confronting difference.
- Identify and assess the personal, social, scientific, and/or historical influences that contribute to their perspectives on issues important to them.
- Demonstrate knowledge of religious elements as they are manifested in particular traditions and cultures, past and present.
- Make critical comparisons among religious traditions, experiences, and practices across culture, time, ethnicity, race or gender.

HON 105: Philosophical Inquiry – Providing an introduction to philosophy as a mode of inquiry, this course explores, from a variety of perspectives, the questions central to the human condition, placing philosophical positions within the context of human values.

Honors students who successfully complete this course will be able to –

- Gain an understanding of what constitutes a philosophical argument; identify, analyze, and evaluate philosophical arguments.
- Reflect critically on a variety of philosophical texts.

- Construct sound philosophical arguments in written and oral formats.
- Articulate multiple perspectives on questions central to the human condition that are treated by one or more of the principal fields of philosophy.
- Uncover and reflect on the student's own philosophical positions and assumptions.
- Place philosophical positions within the context of human values.

HON 110/111: Honors Discover Chicago/Honors Explore Chicago – Taken in fall quarter of the students' first year, this course uses DePaul's urban setting to introduce students to some facet of the intellectual, cultural, political, or economic resources of the city. Students choose from a "Discover" (110) or "Explore" (111) format, the former including an immersion week. A grade of C- or better in HON110/111 is required to remain in the Honors Program.

Honors students who successfully complete this course will be able to –

- Demonstrate an understanding of the nature of urban life in a global city as a hybrid creation of different peoples and cultures.
- Analyze and integrate the academic content of the course with their experiences engaging in the city; learn how to use Chicago's resources to enrich their university experience.
- Articulate the connection between course content and issues of diversity, social responsibility, human dignity, and urban sustainability.
- Demonstrate awareness of strategies and university resources needed to achieve academic success and personal goals.
- Understand some aspects of how Chicago participates in global flows of peoples, money, talent, information, ideas, and diverse expressions of culture.
- Demonstrate improved skills in critical inquiry.

HON 180: Data Analysis and Statistics – Using real-world data and open-ended investigations from a variety of disciplines, students apply quantitative and statistical reasoning skills to focus on outcomes of analysis and become confident, critical, and capable users of quantitative information.

Honors students who successfully complete this course will be able to –

- Use mathematical and statistical reasoning skills to understand, interpret, critique, challenge, and solve quantitative arguments in numeric, graphic, or written form.
- Represent mathematical information symbolically, visually, numerically, and verbally.
- Use technology to generate, analyze, retrieve, record, and summarize data.
- Measure the strength of a correlation between quantitative variables, with awareness of confounding variables and their effect on the interpretation of a correlation.
- Design and carry out an investigation test in both written and oral form; generate a new data set and hypothesis of their choosing based on the observation and results.
- Understand the strengths and limits of inferences drawn using statistical tools.

Guidelines for Written Work in 100-level Honors Courses (With the exception of HON 180)

- Students will complete a total of at least 10 pages of formal writing (i.e. excluding journals and in-class exercises), distributed over several assignments.
 - One written assignment should be a sustained essay of about 7 pages.
 - Students should gain some experience in revising their written work.
 - Written work should be returned with comments to help guide students in revision and in future written assignments.
- All sections of HON 100 introduce students to Digication, provide instruction in research assignments, and include a documented essay.

Course Descriptions for 200-Level Honors Core Courses

HON 201: States, Markets, and Societies – Focusing on the organization of economic, political, and social relationships within a global system, this course explores the distribution of power, resources, well-being, and cultural capital in different societies.

Honors students who successfully complete this course will be able to –

- Compare theoretical and ethical frameworks that articulate power relationships on global and local levels.
- Understand the roles of international organizations, nation-states, multinational economic agents, technological forces, and/or religious, social and arts movements in shaping an emerging global society.
- Apply theories to particular cultural or national contexts and evaluate the strengths and weaknesses of the theories.
- Analyze and reflect critically on social scientific texts and arguments to evaluate and weigh evidence, and assess biases and assumptions.
- Gain an understanding of the opportunities and constraints that shape people's lives in varied economic, political, social and cultural settings.
- Discuss the ethical dimensions of the organization of and power relations within the global system.
- Construct and defend a well-formulated set of ideas about how states, societies and economies are interwoven.

HON 205: Interdisciplinary Arts – This course asks students to become perceptive and informed audiences of artistic works, helping them to examine and analyze works of art both as formal structures and as elements of a cultural and historical setting. Sections of the course focus on Theatre, Music, or Visual Arts. (Not required for students in the School of Music, the Theatre School or BFA majors in CDM.)

Honors students who successfully complete this course will be able to –

- Experience one or more forms of art with pleasure and critical insight, exploring the historical and cultural contexts that shape and are shaped by works of art.
- Develop a sophisticated critical vocabulary for writing about and discussing works of art from diverse cultures, and grasping the principles of formal analysis for the mediums studied.
- Demonstrate understanding of how an artistic style or movement develops and changes, and how art forms may influence one another.
- Understand relations among art forms, and interactions of art and society, at a given historical moment.
- Demonstrate understanding of the arts through research, writing, and oral presentation.
- Attend artistic events to become familiar with the art forms studied, and to develop the habits and knowledge of the engaged audience.
- Gain practical knowledge of the formal demands, choices, decisions, and imaginative processes of the artist at work.

HON 207: Topics in Cognitive Studies – CLASS IS BEING PHASED OUT OF CURRICULUM

HON 208: Topics in Sociocultural Inquiry – Students will choose from a variety of seminar offerings, each focusing on a specific issue related to the mutual impact of society and culture on individuals, and of individuals on society and culture. Students will study and apply theory with particular attention given to human relationships and behavior as they are influenced by social and cultural forces. (This course has been replaced for students entering in 2021 with HON 302: Junior Seminar in Social Justice.)

Honors students who successfully complete this course will be able to –

- 1) Analyze and reflect upon arguments about the contemporary world using relevant theory, methods, and/or empirical evidence.
- 2) Analyze interdependent relationships between contemporary society and individuals.
- 3) Analyze and critique models based on contrasting theories.

HON 225: Honors Lab Science Topics – This course will develop student understanding of how the world works and how different scientific disciplines contribute to this knowledge.

Honors Science courses are lab-based courses in Environmental Science, Chemistry, Biology, Physics, Anthropology, Archaeology, and other science topics. The science requirement varies according to college and major. (Students with a lab science requirement for the major replace this requirement with an Approved Elective.)

Honors students who successfully complete this course will be able to –

- Practice a variety of data-gathering methods; identify assumptions and address potential threats to validity; and articulate the strengths and limitations of the scientific process.

- Generate testable hypotheses; design and carry out experiments; analyze, interpret and present data; and communicate results both orally and in writing.
- Work collaboratively to solve scientific problems using quantitative tools and reasoning in the description and analysis of research results.
- Understand the provisional nature of scientific inquiry and the importance of uncertainty that is inherent in all scientific explorations. Demonstrate knowledge of the strengths, limitations, uses, and abuses of science and of the relationship between science and society in modern or historical times.
- Demonstrate the ability to apply scientific approaches to problem solving and decision-making in their own lives.

Guidelines for Written Work in 200-level Honors Courses (With the exception of HON225)

- Students will complete a total of at least 12 pages of formal writing, distributed over several assignments.
- One written assignment will be a sustained essay of at least 8 pages.
- Written work should be returned with comments that help guide students in the preparation of future written assignments.
- If possible, students should be offered the opportunity to revise their work for credit.

Course Descriptions for 300-Level Honors Core Courses

HON 301: Honors Junior Seminar in Multiculturalism

Students will choose from a variety of seminar offerings, each focusing on a specific complex issue related to issues of identity. The seminar will develop student research capabilities, concentrating on various dimensions of identity, including race, nationality, ethnicity, class, gender, language, religion, sexual orientation, and disability. HON 301 focuses on multiculturalism and satisfies the university's multiculturalism requirement. Junior status is required for enrollment in HON 301.

Honors students who successfully complete this course will be able to –

- Demonstrate a respect for human diversity, and a critical awareness of their own assumptions, stereotypes, and biases when confronting difference.
- Develop a critical perspective about the meaning of multiculturalism, and understand the historical and/or contemporary manifestations of inequality.
- Identify various aspects of multiculturalism that can be illuminated by available methods of research; evaluate the merits and drawbacks of particular sources.
- Use research materials to critically explore the course topic, and present findings in a substantial paper based on analysis of the research.

- Identify particular actions that might be taken based on the knowledge gained from this research.

HON 302: Junior Seminar in Social Justice

Students will choose from a variety of seminar offerings, each focusing on systems of power, oppression, and privilege through a social justice lens. Students will investigate the underlying structures that create injustice in contemporary society, and they will study the ways in which racism and the legacy of colonialism perpetuate inequality and oppression. They will develop their research skills by researching at least one complex issue in depth and evaluating approaches to redressing systemic injustice and creating a more equal society.

Honors students who successfully complete this course will be able to –

- Develop an understanding of the power structures that create injustice and oppression in contemporary America or in areas of the world impacted by American and European economic and foreign policy.
- Demonstrate knowledge of how racism and/or colonialism have contributed to systemic forms of injustice.
- Use research materials to critically explore a form of structural injustice that impacts people today, and present findings in a substantial paper based on analysis of that research.
- Evaluate particular actions, including antiracist and decolonial strategies, that might be taken to redress the injustice studied based on the knowledge gained from this research.

Honors Senior Capstone courses

Each student in the Honors Program will complete either an Honors Senior Seminar course (HON 350 or 351) or an Honors Senior Thesis (HON 395). Both capstone formats require students to use the research skills they developed in the Junior Seminar and to carry out projects independently.

HON 350 Honors Senior Capstone Seminar

The Senior Seminar is designed to engage students in discussion of meaning and values, and to foster skills in interdisciplinary research and writing. In a seminar setting, students explore a designated topic, develop related projects, and pursue advanced work under supervision of an honors faculty member. *Note* that HON 351 is a service-learning designated course and thus may be used to fulfill the Experiential Learning requirement. In both HON 350 and 351 students are invited to take stock and develop intellectual assessments and plans for the future. Senior status and HON 301 are prerequisites for enrollment in HON 350 or 351. A grade of C- or better is required to pass either course.

Honors students who successfully complete this course will be able to –

- Synthesize work in their majors with knowledge and approaches drawn from their liberal studies education.
- Connect the course’s multidisciplinary content with their own interests and – possibly – with their post-graduation plans.
- Explain the effect of their liberal studies learning upon their intellectual development, research, or creative projects.
- Frame, plan, and carry out a substantial research project using the conventions of research and writing in their field while locating their work in the larger context of a liberal studies curriculum.
- Present findings of their research to a wider audience through oral, written, or visual means.

HON 351: Honors Senior Capstone Seminar in Community Service

Honors students who successfully complete this course will be able to –

- Exhibit an active dedication to the Vincentian mission, and use their talents to improve the lives of others through a 25-hour service commitment.
- Connect global patterns, forces, and movements with local circumstances by reflecting on their own service experiences in the context of their increasing knowledge of events and issues across several cultures.
- Demonstrate that they can serve effectively and responsibly in the service environment.
- Reflect honestly on their service experience in writing and discussion.
- Demonstrate an informed understanding of the purpose, challenges, and value of community service.
- Frame, plan, and carry out a substantial research project using the conventions of research and writing in their field while locating their work in the larger context of a service learning experience.
- Present findings of their research to a wider audience through oral, written, or visual means.

HON 395: Honors Senior Thesis

The Honors Senior Thesis is a significant piece of in-depth research or a creative project in an area of interest to the student. It is conducted in close consultation with two faculty supervisors—a thesis director, who oversees the development and production of the thesis project and assigns the final grade, and a thesis reader, who reviews the final project and provides comments. The Honors Program supports five types of thesis projects (a conventional written thesis, a science or math project, an artistic work, a problem solving project, and a model, design, game or computer program), each with its own writing requirements. A summary of the thesis project is presented in poster format at the Honors Student Conference and displayed at Senior Gala. Junior or Senior status and HON 301 are prerequisites for enrollment in HON 395. A grade of C- or better is required to pass HON 395.

In addition to the outcomes listed for HON 350, students completing the Honors Senior Thesis will be able to –

- Propose, plan, and execute a major research project, or a creative project with a research supplement, under the supervision of two faculty advisors, drawing on ideas, arguments, and theories that have emerged in two or more fields.
- Complete extensive research, locating and evaluating a variety of sources; situate their ideas, interpretations, designs, and findings in a broad field of study; analyze connections and disconnections between their work and existing scholarship on the topic.
- Develop a thesis statement to guide the research, adapting it as needed depending on the findings of the research process; support the thesis with substantial research from a variety of sources.
- Complete a display of the thesis findings to provide viewers with a visual representation of the project, detailing the topic, background information, research process, and findings of the thesis.
- Complete a written project that is “original” in the sense of bringing ideas together in a way that represents the student’s own contribution to the field of study.

Guidelines for Written Work in 300-level Honors Courses (With the exception of HON395)

- Students in HON 301, 350 and 351 will complete a sustained essay of at least eight pages involving research and documentation.
- Students in the junior seminar (HON 301) will review elements of the research paper, including evaluating and incorporating sources and providing accurate documentation.
- Writing requirements for HON395 Senior Thesis vary with the type of thesis project. Detailed guidelines on expectations regarding honors thesis projects are available in our office and on our website

Honors Program Policies, Procedures, and Offerings

Class Size in Honors

The Honors Program offers small, seminar-style classes, usually capped at 20 students. The classroom communities that result from these small classes are essential to the Honors experience. Occasionally students may contact you to request enrollment in a closed class. When this occurs, please refer students to the online waitlist or to the Honors advisors who will work with students to help them resolve scheduling challenges without over-enrolling Honors classes.

Scheduling Honors Courses

The Honors Program director works with department chairs and program heads to schedule courses for faculty who teach in the Honors Program. Please contact the Honors director and notify your department chair as soon as you know that you are interested in teaching a particular Honors course. Most scheduling begins in January for the following academic year, so the fall

quarter or early December would be a good time to discuss your interest with the Honors director.

All Honors *topics* courses (HON 205: Interdisciplinary Arts, HON 225: Lab Science Topics, HON 301: Junior Seminar in Multiculturalism, HON 302: Junior Seminar in Social Justice, and HON 350: Senior Capstone) require prior approval from the University Honors Program Committee (UHPC). If you are interested in proposing an Honors topics course, please consult the Call for Proposals information you will receive in December with guidelines on how to create proposals for these courses.

Course Support

Some courses, such as Interdisciplinary Arts, encourage student attendance at events or exhibitions. For these classes, the Honors Program can supply small subsidies (usually around \$100-\$200) to help defray the expense associated with a class visit. At other times, the program may help to fund a guest speaker or underwrite tickets to an event, as long as all Honors students have the opportunity to purchase tickets at the reduced rate. Please notify the director well in advance if you plan to request funding from the Honors Program.

Hybrid Courses

The Honors Program offers a small number of hybrid courses, which combine regular classroom meetings with online assignments and activities. The program does not offer courses that are taught in an entirely online format. To offer a hybrid version of an Honors course, you are required to complete DOTS training and submit a proposal to the UHPC. If you are interested in developing a hybrid offering, please contact the program director. Instructors are not permitted to convert their course to a hybrid format without prior authorization. First year students in their first quarter of study may not enroll in hybrid Honors courses.

Course Syllabus

Each quarter you teach an Honors course, you will be asked to submit a copy of your course syllabus to the Honors Program office, honorsprogram@depaul.edu. We appreciate your help as we attempt to maintain complete records of syllabi for Honors courses. These files aid in program assessment and curricular development, and provide resources for new faculty. If you would like to see syllabi from earlier courses, please ask us to email you a sample.

Syllabus Expectations

According to the DePaul Faculty Handbook, faculty members are required to produce a written syllabus for every course they teach at DePaul, and this syllabus must be provided to the students by the first class session. The syllabus for your HON course should include the following:

- Faculty contact information (office location, office hours, phone number, email address);
- A list of the learning outcomes for the course, which should include those course goals that are specific to Honors courses. Learning outcomes for each HON course are listed in this handbook.
- A statement about the writing expectations for the course. The minimum writing expectations for HON courses vary by level and are listed in this handbook with the course descriptions.
- A list of the required readings for the course.
- Information about the assignments that students will be expected to complete and a description of the criteria and methods to be used in evaluating student performance.
- Inclusion of tentative dates for assignments is desirable. Please note that assignments and assessments of student performance should be arranged to allow all students to be informed of their achievement to date by the midpoint of the quarter.
- A course calendar describing the proposed major and minor topics to be covered in the course.
- A statement about your policies regarding class attendance and penalties for any work that is submitted late.
- A statement on plagiarism and expectations regarding academic integrity. Please remind students about policies regarding the recycling of previously produced work, including work that they produced themselves.
- A statement about the services provided by the Center for Students with Disabilities, including their contact information. DePaul's Center for Students with Disabilities (CSD) offers the following sample syllabus disability statement as a guide:
Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.
- A statement about the services provided by the Dean of Students office, including their contact information. The Dean of Students Office provides the following sample statement for inclusion in course syllabi.
The Dean of Students Office (DOS) helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. For a list of support services and advocacy information, please visit DOS at go.depaul.edu/dos/.