FREQUENTLY ASKED QUESTIONS ABOUT TEACHING IN HONORS

The Honors Program offers qualified students across the university an alternative to the traditional Liberal Studies Program. This program provides small, seminar-style courses, interdisciplinary study, and membership in the Honors community of scholars. Students in this program come from all eight colleges and schools offering undergraduate degrees. Faculty members from all participating colleges are encouraged to apply to teach Honors courses in their areas of specialization.

WHAT KINDS OF COURSES ARE OFFERED BY THE HONORS PROGRAM?

The Honors Program offers three types of courses that you may apply to teach:

1. Honors Core Courses
   - HON 100  Rhetoric and Critical Inquiry
   - 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
   - HON 201  States, Markets, and Societies
   These courses require expertise in the field and a record of strong teaching. They do not require a specific course proposal. Before you apply to teach in the program, you should consult with your department chair and make sure your home unit can accommodate this adjustment in your teaching load. You may also wish to talk with the Honors Program director about your interest in teaching an Honors Core Course. Sample syllabi are available at your request.

2. Honors Topics Courses
   - HON 205  Interdisciplinary Arts
   - HON 207  Topics in Cognitive Studies
   - HON 225  Honors Lab Science Topics
   - HON 301  Junior Seminar in Multiculturalism
   - HON 350  Senior Capstone Seminar
   - HON 351  Senior Capstone Seminar in Service Learning
These courses require expertise in the field and a record of strong teaching. They also require you to prepare a specific course proposal and draft syllabus. Please note that all 300-level seminars (HON 301, 350 and 351) are required to include a research paper assignment.

3. Honors Explore and Discover Chicago Courses

- HON 110 Discover Chicago Quarter
- HON 111 Explore Chicago Quarter

These courses parallel the Discover and Explore Chicago courses that are offered in the regular Liberal Studies Program curriculum. However, the honors versions have their own learning outcomes and writing expectations. Faculty members apply to teach these courses through the Liberal Studies Program link: https://lascollege.depaul.edu/LSPCourseProposal/Login.aspx

If you wish to teach an Honors Discover or Explore Chicago course, please be sure to check the box indicating that preference when you complete this form. You should also include the Learning Outcomes and follow the Writing Guidelines that have been designed for the honors versions of these courses.

**HOW DO I APPLY?**

If you are currently teaching at DePaul University and you would like to teach an Honors Program course, please complete the fillable PDF that was distributed via email. It is also located on the Honors Program website.

**WHAT IS THE APPLICATION DEADLINE?**

The application deadline is January 15, 2018.

Please note: Honors Chicago Quarter classes have an earlier deadline of December 15, 2018.

**HOW ARE DECISIONS MADE ABOUT TEACHING ASSIGNMENTS?**

For Honors core courses and previously approved Honors topics courses, staffing decisions are made by the Honors Program director in consultation with your departmental scheduler. Assignments are based on instructor availability and expertise and on the scheduling needs of the program. Teaching assignments may be rotated periodically to create opportunities for new faculty members to participate in the program.

For new Honors topics courses, decisions to accept or defer a proposal are made by the University Honors Program Committee (UHPC). The UHPC is composed of fifteen faculty members who have been
named by Faculty Council to represent all eight colleges served by the program. The UHPC also includes three voting honors student representatives and four non-voting Honors Program administrative staff.

WHICH STUDENTS TAKE HONORS CLASSES?

Honors courses are open only to students who are enrolled in the University Honors Program. These students seek an additional challenge in their general education program and applied for admission to the honors community. Approximately 900 students are currently members of the Honors Program.

HOW ARE HONORS COURSES DIFFERENT FROM REGULAR LIBERAL STUDIES COURSES?

Honors courses are discussion-oriented seminars that are designed for high achieving students. All Honors Program courses are inter-disciplinary and most are taught by full-time faculty. Except for the Honors Explore Chicago courses and some Honors Lab Science Topics courses, all Honors Program courses are limited to twenty students. Honors courses are typically writing intensive, and they encourage participation in both collaborative projects and individual-level inquiry.

WHAT ARE THE SPECIFIC WRITING REQUIREMENTS AND LEARNING EXPECTATIONS IN HONORS COURSES?

Honors Program courses, like courses in the regular Liberal Studies Program, are required to meet designated writing expectations and learning outcomes. Those writing and learning goals are not identical to those in the regular program, and faculty teaching in honors should be attentive to the specific requirements established by the program.

Writing Expectations:

With the exception of HON180, all 100-level HON courses require students to complete at least ten pages of formal writing, and one assignment should be a sustained essay of about seven pages.

With the exception of HON225, all 200-level HON courses require students to complete at least twelve pages of formal writing, and one assignment should be a sustained essay of at least eight pages.

With the exception of HON300, all 300-level HON courses require students to complete a research paper. This research paper should be sustained essay of at least eight pages involving independent research and formal documentation.

Expected Learning Outcomes: The Honors Program has identified a set of learning outcomes for each of the honors courses. These learning outcomes have been reviewed and formally approved by the University Honors Program Committee and by Faculty Council. Course descriptions and the learning outcomes associated with each course are provided below.
ARE THERE ANY ADDITIONAL EXPECTATIONS FOR HONORS FACULTY?

Faculty members who teach in the Honors Program become part of a community of teachers who share an interest in the continued growth and improvement of the program. You will be invited and encouraged to attend a yearly meeting to discuss teaching and assessment issues pertinent to honors. We look forward to your comments and suggestions at these meetings. You will also be invited to participate in such Honors Program events as lectures, readings, and the quarterly student-faculty dinner.

If you are invited to teach in the Honors Program, you will be asked to select outstanding papers and projects from your class for inclusion in the Honors Student Conference, an annual celebration of honors student work which takes place each May.

In addition, you may be asked by Honors Program seniors in your field to direct their Senior Honors Thesis (HON 395) or to serve as a thesis reader. No faculty member is required to participate in a thesis project, but many have found it to be one of the most engaging and rewarding aspects of teaching in the program.

DOES THE HONORS PROGRAM INCLUDE HYBRID AND ONLINE COURSES?

The Honors Program includes a small number of hybrid options in which some in-class sessions are replaced with online activities. The program does not offer online courses.

Faculty members who would like to teach a hybrid version of a course in the Honors Program are invited to submit an application. In the Honors Program, the portion of class time that may be replaced by online activities varies by course level. If you would like to teach an HON course in a hybrid format, please note the following guidelines:

For 100-level courses: A minimum of 70% of class time should be conducted in face-to-face class sessions. The maximum amount of face-to-face classroom contact that can be replaced by online activities is 30%. To illustrate, a conventional 90 minute class meeting twice a week would have a minimum of 14 in-class sessions and a maximum of 6 sessions replaced by online activities.

For 200- and 300-level courses: A minimum of 50% of class time should be conducted in face-to-face class sessions. The maximum amount of face-to-face classroom contact that can be replaced by online activities is 50%. To illustrate, for a conventional 90 minute class meeting twice a week, the course would have a minimum of 10 in-class sessions and a maximum of 10 sessions replaced by online activities.

Please note that honors faculty teaching hybrid courses are required to complete DOTS training.
Faculty members who would like to offer an HON course using a hybrid format should indicate this preference in the course application process and complete the additional questions that will appear on the form. Proposal review and approval by the University Honors Program Committee (UHPC) are required before a hybrid honors course can be scheduled.

**IS THERE ANYTHING ELSE?**

Yes, one more thing: To ensure your availability to offer your proposed course, please confer with your department chair or program director before submitting an application.

**WHERE DO I GO FOR ADDITIONAL INFORMATION?**

If you have any questions about course content or the review process, please contact the Honors Program director, Martha Martinez-Firestone at mmarti75@depaul.edu. Feel free to request syllabi from previous courses or discuss your ideas for a possible course.

**HONORS PROGRAM COURSE DESCRIPTIONS AND EXPECTED LEARNING OUTCOMES**

Honors Program courses are described below. Expected learning outcomes follow each course description.

**HON 110 and HON 111  HONORS DISCOVER CHICAGO and HONORS EXPLORE CHICAGO**

These two courses parallel the Liberal Studies Program Discover Chicago and Explore Chicago courses. With their own sets of goals and methods, the Honors Chicago courses offer an opportunity to live the urban experience with a group of entering honors students and mentors. Offered in the fall quarter only, these courses require approval from both the Honors Program and the First-Year Program.

To submit an Honors Chicago course proposal, please go first to the “Proposing a Course” page on the First-Year Program website:

[academics.depaul.edu/liberal-studies/first-year-program/for-faculty/Pages/proposing-a-course.aspx](http://academics.depaul.edu/liberal-studies/first-year-program/for-faculty/Pages/proposing-a-course.aspx)

There you will find information which you may wish to review before going on to complete the online proposal form.

The proposal form asks you to indicate if you would like your Discover or Explore Chicago proposal to be considered by the Honors Program. To have your course considered, please be sure to answer YES to this question.
Course Learning Outcomes: Honors students who successfully complete HON 110 or 111 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.
- Demonstrate knowledge of ways 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.
- Describe 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 100 RHETORIC AND CRITICAL INQUIRY

Rhetoric and Critical Inquiry is an intensive writing course in a workshop format. This class leads students through a sequence of writing assignments which require them to take positions and persuade audiences about issues of public concern. Students work in writing groups and practice revising their work. Each student will also be introduced to library research and will complete a short research paper. Students will study issues of form and style as they learn how to create effective public discourse.

Course Learning Outcomes: Honors students who successfully complete HON100 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.
- Read and evaluate the writing of others with accuracy and insight.
- Demonstrate strategies of effective research, including locating material, note taking, summarizing, and paraphrasing.
- 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.

• Show increased 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

World Literature presents a sample of literature with historical, cultural, and geographical variety. This course invites students to study ways in which authors use literary techniques like point of view, patterns of imagery, and development of plot and character to address issues of importance to them. At the same time, it explores ways in which the specific techniques that authors choose may be informed by their culture, their place in a literary tradition, their moment in history, and even their geography. Each section of the course will focus on a theme to be explored through the required readings. Those readings should include texts from a range of cultures and historical periods. Reading, writing, and informed discussion are at the heart of this course. Students will be trained in techniques of close reading and in strategies for marshaling evidence to support their interpretation of a text. In addition, students will learn strategies for researching information to help place texts within an historical and cultural context. Given the international nature of readings in Honors World Literature, students will also be introduced to issues surrounding cultural diversity and translations.

Course Learning Outcomes: Honors students who successfully complete HON101 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

Historical consciousness at the college level entails mastering the content of the subject studied and cultivating an awareness of how knowledge about that history was constructed. This course invites students to explore how the interdisciplinary tools of historical inquiry aid them in their encounter with
the multicultural past via study of a particular society (or societies). An overarching goal of the Honors History course is to produce students who are historically literate and able to think critically in historical modes. Through acquisition of historical knowledge and the honing of critical analytical abilities, students learn to develop their own historical perspectives and enhance their understanding of the relevance of the human past to the present and future. Faculty interested in teaching HON 102 should include with their request a short subtitle indicating the topic of the section they would like to offer.

Course Learning Outcomes: Honors students who successfully complete HON102 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.
- Synthesize historical evidence and communicate historical knowledge, both orally and in writing, and cite researched material in an acceptable format.

HON 104 RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES

This course helps students understand religious worldviews by allowing them to examine individual religious traditions. The course situates several religious traditions within a comparative framework; students gain knowledge of the nature and function of religion in a broad spectrum of human experience, encounter a variety of religious experiences and expressions, find in them common patterns, structures, and concerns, and become aware of the different ways of being religious. Each section will in some way address a variety of religious expressions and actions such as ritual, myth, ethics, cosmology, space, and time.

Course Learning Outcomes: Honors students who successfully complete HON104 will be able to –

- Analyze and reflect on the meaning of religious beliefs and practices.
- Demonstrate knowledge of religious elements as they are manifested in particular traditions and cultures, past and present.
• Describe and compare multiple ethical perspectives, and evaluate the underlying assumptions and implications of these perspectives.

• Demonstrate a capacity to 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.

• Make critical comparisons among religious traditions, experiences, and practices across culture, time, ethnicity, race or gender.

HON 105      PHILOSOPHICAL INQUIRY

This course is an introduction to philosophy and its methods of inquiry insofar as they have to do with questions of knowledge, truth, right and wrong action, and personal and social identity. Specific topics will also seek to address how these more general themes of knowledge, action, and human identity relate to how such questions are posed in the modern period, how one thinks critically about such questions and attempts to respond to them, and what it means to inquire about the human condition in a rational manner. Readings will be drawn from both primary philosophical texts and relevant material from other disciplines e.g. history, literature, political thought. All students will be expected to learn to analyze, discuss, and write philosophically about such materials.

Course Learning Outcomes: Honors students who successfully complete HON105 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 180  DATA ANALYSIS AND STATISTICS
In this course, students develop and apply quantitative and statistical reasoning skills to become confident, critical and capable users of quantitative information. The course emphasizes the use of real-world data and open-ended investigations from a variety of disciplines to help motivate students to focus on the outcomes of analysis and provide a context for the application of specific methodology. This course also develops students’ technological expertise as it strengthens their critical thinking and communication skills. Prerequisite(s): LSP 120, MAT 130, or placement into calculus.

Course Learning Outcomes: Honors students who successfully complete HON180 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.
- Demonstrate that they understand the strengths and limits of inferences drawn using statistical tools.

**HON 201 States, Markets and Societies**

This course focuses on the organization of economic, political and social relationships within the global system. It includes analysis of how these relationships affect the distribution of power, resources, well-being and cultural capital in different societies. It covers such topics as the historical and conceptual relationship between markets, social stratification, and forms of political participation; the human development challenges posed by international inequality and social marginality; the phases in and consequences of the growth of global trade and investment; the role of economic incentives in human behavior.

Honors 201 draws faculty from different fields and colleges with a variety of disciplinary interests. The methodology and range of analytical frameworks, thematic issues, and geographical areas for this course vary according to the area of expertise of the faculty teaching the section. In each section, faculty will reflect on the type of methodology they use in the course and make the issue of methodological choice transparent for the students. While the emphases in these sections might differ, all sections will discuss markets and how they operate; the interplay between states, markets and societies; and the impact of these processes on people’s lives. Recent topics for sections of Honors 201 include *Debating Capitalism*, *Wealth and Poverty*, and *Globalization*. 
Course Learning Outcomes: Honors students who successfully complete HON201 will be able to –

- Compare theoretical and ethical frameworks that articulate power relationships on global and local levels.
- Analyze the roles of international organizations, nation-states, multinational economic agents, technological forces, and/or religious, social and political 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.
- Demonstrate 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  HONORS INTERDISCIPLINARY ARTS

Through courses in the arts, Honors students learn about other cultures while developing their capacity to understand and respond to works of art. Honors students, with the exception of students in Theatre and Music (who already encounter the arts in their major programs) take two courses in the creative arts. One of these is a studio course or practicum chosen from college and departmental offerings in applied theatre and cinema courses, studio art, music, and creative writing. The other course is Honors 205, an interdisciplinary honors course designed to complement and inform this creative activity. The Honors Program arts course asks students to become more perceptive and informed audiences of artistic works and helps them to examine and analyze works of art both as formal structures and as elements of a cultural and historical setting.

HON 205 offers interdisciplinary study of two or more art forms in a particular historical period, looking at relations among the arts and between art and its cultural context. The course will focus on art forms from the visual arts, drama, cinema, architecture or music. Work in the course will be interdisciplinary and will include close analysis, readings, visits to relevant performances or exhibits, and papers. Recent topics for sections of Honors 205 include The Body in Performance; French Impressionism; History, Memory, and Contemporary Art; Constantinople: City of Two Empires; and The Beatles.

Course Learning Outcomes: Honors students who successfully complete HON205 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.

• Demonstrate understanding of the 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**

This course introduces cognitive studies, an interdisciplinary field that draws upon aspects of cognitive psychology, philosophy, linguistics, anthropology, education, neuroscience and artificial intelligence. Its unifying goal is to construct and evaluate process-oriented theories of how people think and reason. Students will read and discuss articles describing cognitive models, experiment with observation or simulations of aspects of human cognition, and debate whether certain models serve as viable scientific theories. They will compare and write about theories and models, and explain how well these account for human behavior. In addition to introducing the field of cognitive studies, individual sections of the course may focus on particular issues or disciplinary perspectives, as indicated in the section’s subtitle. Prerequisite: HON 180, Data Analysis and Statistics, or the mathematics course required for the student’s major. Recent topics for sections of Honors 207 include *Perceptions and Consciousness, Linguistics, How People Learn, Cognitive Modeling, and the Unconscious Mind.*

Course Learning Outcomes: Honors students who successfully complete HON207 will be able to –

• Work with formal and symbolic representations that describe and/or predict perception, reasoning, language, and learning.

• Describe and critique models of cognition based on contrasting theories.

• Present theories and models, and explain how effectively they account for cognition.
• Articulate effective strategies for reasoning, communicating, and solving problems.
• Explain how cognitive functions interact and are connected with the brain and the body.

HON 225 HONORS LAB SCIENCE TOPICS

Science is both an accumulated body of knowledge and a human-constructed process of discovery. HON225 courses pull together content knowledge from at least two scientific disciplines while exploring the methods and approaches used in the acquisition of knowledge in these fields. The lecture/discussion uses scientific articles and case studies to explore the impact of scientific discovery on the scientific community and on society. Significant historical events as well as current controversies or active areas of investigation help students better understand the strengths and limits of scientific inquiry as well as the reciprocal relationship between science and society. The lab component allows students to have first-hand experience with the content of the course, and also provides opportunities for student-directed investigations that model scientific inquiry as a problem solving approach.

HON225 courses will develop an understanding of how the world works and how different scientific disciplines contribute to this knowledge. In addition, these courses help students develop a greater curiosity about the natural world, the skills to answer their questions and evaluate the research of others, and the ability to place in perspective the contributions of science to society.

Non-science majors in Honors take one or two Honors Lab Science Topics courses to fulfill the Honors science requirement. Topics vary based on the specialization of the instructor. HON225 courses are independent entities and are not sequenced. The usual prerequisite will be HON 180, Data Analysis and Statistics, or the mathematics course required for the student’s major. Recent topics for sections of Honors 225 include Molecules of Life: DNA and Disease, Biological Anthropology, Solar Energy, Science at the Edge of Space, and The Cosmos: From Big Bang to Extinction

Course Learning Outcomes: Honors students who successfully complete HON225 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.

HON 301 JUNIOR SEMINAR IN MULTICULTURALISM

Multiculturalism encompasses various dimensions of identity, including but not limited to issues of race, nationality, ethnicity, class, gender, language, religion, sexual orientation, and disability. Students are asked to develop a critical perspective about the meaning of multiculturalism and demonstrate an understanding of historical and/or contemporary manifestations of social inequality and difference.

As an important step in the process of developing strategies for responsible participation in our diverse society, the Honors Junior Seminar invites students to learn skills for conducting research on approved topics. Courses which connect local and global issues and/or that involve team projects or a service learning component are especially welcome. All Honors Junior Seminars focus on multiculturalism and will fulfill the university’s multicultural requirement.

As a 300-level course, the seminar should be designed for students who are at a moderately advanced level of college study and represent a wide spectrum of majors. Recent topics for sections of Honors 301 include Mixed Race Art and Identity, Gay and Lesbian Literature, Arabs in the Americas, and Globalization and Immigration.

Note: All HON 301 courses are required to include a research paper assignment.

Course Learning Outcomes: Honors students who successfully complete HON301 will be able to –

- Demonstrate a respect for human diversity, and a critical awareness of their own assumptions, stereotypes, and biases when confronting difference.

- Convey 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.

SENIOR THESIS AND SENIOR CAPSTONE SEMINARS
All honors students are required to complete a culminating senior capstone. They are encouraged to do so by writing an Honors Senior Thesis. Any student who does not elect to write a thesis is required to take a Senior Capstone Seminar, either HON 350 or HON 351. We will offer several Senior Capstone Seminars each quarter.

**HON 395 HONORS SENIOR THESIS**

Honors Senior Thesis allows students to build on work done in previous classes or to open a new area of inquiry through independent research and writing, under the guidance of a thesis director and second faculty reader. The Honors Senior Thesis project is expected to produce signature work that is integrative and interdisciplinary. Proposals for a senior thesis must be signed by the two faculty advisors and submitted to the Honors Program Director. Once the proposal is approved, the student registers for **HON 395 Senior Thesis**. Additional information and forms for proposals are available in the Honors Program office.

Course Learning Outcomes: Honors students who successfully complete HON395 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.
- Present their work in a public setting, typically the Honors Student Conference held in May.
- 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.

**HON 350 SENIOR CAPSTONE SEMINAR**

This seminar provides a capstone to the Honors Program and is designed to foster skills in interdisciplinary research and writing. Students in this course are expected to present their work either
within class or in an external venue. We invite proposals on topics that encourage reflection and integrative learning. Course proposals should provide information about the research, writing and presentation expectations of the course. Recent topics for sections of Honors 350 include *Freedom and Time*, *Ecological Ethics*, *Apocalypse*, *Dreams and Dreamers*, and *Childhood in American Culture*.

**Note:** All HON 350 courses are required to include a research paper assignment.

Course Learning Outcomes: Honors students who successfully complete HON350 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 SENIOR CAPSTONE SEMINAR IN SERVICE LEARNING**

This Honors capstone course brings students into the community as they develop research skills, deepen their capacity for social engagement, and explore models of service and activism. HON 351 is approved for experiential learning credit. Syllabi should be constructed around community-based service learning projects developed in conjunction with the Steans Center. Students in this course are expected to present their work either within class or in an external venue.

**Note:** All HON 351 courses are required to include a research paper assignment.

Course Learning Outcomes: Honors students who successfully complete HON351 will be able to –

- Exhibit an active engagement with 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.