

## HONORS COLLEGE PROGRAM REQUIREMENTS

The Honor College curriculum consists of two levels of study: Honors Foundations (Level 1) and the Honors Minor in Transdisciplinary Concepts and Perspectives (Level 2). The Honors Minor is part of the 40-credit Honors curriculum, and students must complete BOTH Level 1 and Level 2 in order to have their LEP requirements waived.

**LEVEL 1: Honors Foundations** consists of the first 16 Honors College credits, typically completed during freshman and sophomore years. Students who begin Honors Foundations but who leave the program before completing Level 1 receive credit for one LEP course per 3 credits of Honors Courses completed. Students completing *only* LEVEL 1 (16 HON credits plus Quantitative Literacy and Multilingual Communication) and who choose not to proceed to Level 2 must take an additional 18 credits from LEP Tiers 2 and 3 (for a total of 40 General Education credits).

The “Seminar” classes are a hallmark of the Foundations Level. Offered in Spring semester, they focus on one of two broad themes: *Conceptions of Self and Identity (HON 200)* offered in odd-numbered years, and *Conceptions of Community and Context (HON 202)* offered in even-numbered years. Students earn 2 credits for each seminar, and take a total of 3 sections, including at least one from each seminar theme. The co-requisite plenary session, scheduled for Sunday afternoons, meets on Sunday afternoons (about 5 times a semester), and brings students in the seminar sections together for book discussions, faculty panels, , and other interdisciplinary experiences designed to explore the theme from a variety of perspectives.

**LEVEL 2: Honors Minor in Transdisciplinary Concepts** includes the final 18 credits of the Honors College curriculum and must be completed along with Level 1 in order to fulfill SCSU’s liberal education requirements. Qualified students (including transfer students) who do not wish to graduate from the Honors College curriculum but who wish to enroll in the Honors Minor in Transdisciplinary Concepts and Perspectives must apply to Level 2 of the program; these students do not receive LEP credit, but completion of the “Honors Minor” will be designated on their transcripts.

## HONORS COLLEGE CURRICULUM

**LEVEL 1: HONORS FOUNDATIONS:** 22 credits-- 16 cr. Honors courses; 3 cr. Quantitative Literacy; 3 cr. Multilingual Communication. (MAT/WLL courses may be waived per LEP policy for demonstrating competency)

- *HON 100: First-Year Leadership Colloquium* (Fall of Freshman Year): 1 credit.
- *HON 102: First Year Research Colloquium* (Spring of Freshman Year): 1 credit.
- *HON 150: Introduction to Critical Inquiry* (Fall of Freshman Year): 3 credits.
- *HON 200: Conceptions of Self and Identity Seminar* (Spring semester odd years) and  
*HON 202: Conceptions of Community Seminar* (Spring semester even years): 6 credits.  
Students must take a total of **three** 2-credit sections from these two seminars with at least one section from each of HON 200 and HON 202. It is recommended that students enroll in TWO sections of the seminar in Spring of Freshmen year, and ONE section of the seminar in Spring of Sophomore year if possible. **THIS COURSE IS CO-REQUISITE WITH THE CORRESPONDING PLENARY SESSIONS, HON 201 and HON 203.**
- *HON 201: Conceptions of Self Plenary Session* (Spring semester odd years) and  
*HON 203: Conceptions of Community Plenary Session* (Spring semester even years): 2 credits.
- *HON 270: Scientific Investigation and Civic Engagement* (Fall Semester): 3 credits

**LEVEL 2: HONORS MINOR IN TRANSDICIPLINARY CONCEPTS** (18 credits)\

- *HON 300: Introduction to Service Learning* (Sophomore or Junior year) 3 credits
- 9 credits of electives approved by Honors Advisory Committee (HON courses and other approved upper-level interdisciplinary topics) 9 credits  
\*\*HON electives are chosen and approved in consultation with the Assistant Honors College Director, Dr. Camille Serchuk. You should schedule an appointment with Dr. Serchuk at least one semester before you intend to begin electives in the minor
- **HONORS CAPSTONE\*** 6 credits

\*CAPSTONE OPTIONS (6 credit requirement):

- HON 460 and 461: **Community Engaged Research** 1 and 2 (3 credits each -F odd years & S even yrs.)
- HON 494 and HON 495: **Departmental Honors Prospectus/Thesis** (3 credits each) (May be replaced with HON 492 and HON 493: Interdisciplinary Honors Prospectus/Thesis).  
\*Suggested co-requisite: HON 400 (1 cr) Thesis Colloquium
- **International Study** – 6 cr. (HON 298: International Study Foundations and HON 499: Ind. Study)

SAMPLE HONORS COLLEGE CURRICULUM MAP

**LEVEL 1: HONORS FOUNDATIONS      16 HON credits plus WLL (3cr) and MATH (3 cr)**

**YEAR 1:** (10 HON credits recommended)

FALL SEMESTER	<p>4 CREDITS:</p> <p>1. HON 150: Intro to Critical Inquiry</p> <p>2. HON 100: Leadership Seminar</p>	<p>3 credits</p> <p>1 credit</p>
SPRING SEMESTER	<p>6 CREDITS: 3 co-requisite courses (Note: You must take all 3 of these courses, unless there is an irreconcilable conflict with required courses in your major)</p> <p><b>1. HON 102: FRESHMEN RESEARCH SEMINAR</b> Spring 2021: Choose one section: M 9:10 – 10:00, or M 10:10 – 11:00</p> <p><b>2. HON 200 : Conceptions of Self SEMINAR (2 sections) 2 cr. each</b> Spring 2021: 10 sections offered; choose 2, if possible</p> <p><b>3. HON 201: Conceptions of Self PLENARY SESSION (Sunday 2:00 – 4:00)</b></p>	<p>1 credit</p> <p>4 credits</p> <p>1 credit</p>

**YEAR 2:** (9 HON credits recommended: 6credits Level 1, plus 3 HON credits toward Level 2)

FALL SEMESTER	<p>3 HON CREDITS RECOMMENDED:</p> <p>HON 270: Scientific Investigation and Civic Engagement</p> <p>(Optional: HON 300: Intro to Service Learning (may be taken Fall or Spring))</p>	<p>3 credits</p>
SPRING SEMESTER	<p>6 HON CREDITS (3 courses) RECOMMENDED:</p> <p>1. HON 202: Conceptions of Community SEMINAR (1 section)</p> <p>2. HON 203: Conceptions of Community PLENARY (Co-requisite with HON 202)</p> <p>3. HON 300: INTRODUCTION TO SERVICE LEARNING (First course of Level 2: Honors Minor) Recommended during Spring semester of Sophomore year or during Fall or Spring of Junior year</p>	<p>2 credits</p> <p>1 credit</p> <p>3 credits (toward HON Minor)</p>

**LEVEL 2: HONORS MINOR      18 HON Credits (including HON 300, taken sophomore year)**

**YEAR 3:** HONORS MINOR ELECTIVES **9 credits**

FALL SEMESTER	Honors Electives	6 credits
SPRING SEMESTER	Honors Electives	3 credits

**YEAR 4:** Capstone Project **6-7 credits**

FALL SEMESTER	Capstone *	3credits
SPRING SEMESTER	Capstone*	3 credits

CREDITS FOR LEVEL 1: HONORS FOUNDATIONS (incl. Math and WLL)

22 credits

CREDITS FOR LEVEL 2: HONORS MINOR :

18-19 Credits

TOTAL CREDITS FOR HONORS COLLEGE PROGRAM:

40-41 Credits

## SAMPLE HONORS SEMINAR SECTIONS FROM 2019 (HON 200)

<a href="#">01</a>	T 11:00 AM-12:40 PM	Erin K. Larkin (P)	01/22-05/19
<a href="#">02</a>	R 11:00 AM-12:40 PM	Brian Johnson (P)	01/22-05/19
<a href="#">03</a>	MW 9:10 AM-10:50 AM	Walter J. Stutzman (P)	01/22-03/25
<a href="#">04</a>	MW 9:10 AM-10:50 AM	Julia R. Irwin (P)	01/22-03/25
<a href="#">05</a>	R 1:50 PM-3:30 PM	Charles E Baraw (P)	01/22-05/19
<a href="#">06</a>	W 1:00 PM-2:40 PM	Deborah A. Carroll (P)	01/22-05/19
<a href="#">07</a>	T 3:15 PM-4:55 PM Co-req. with Section 08	Armen T. Marsoobian (P)	01/22-05/19
<a href="#">08</a>	R 3:15 PM-4:55 PM Co-req. with Section 07	Michael H. Shea (P)	01/22-05/19
<a href="#">09</a>	W 5:00 PM-6:40 PM	Rosalyn M. Amenta (P)	01/22-05/19
<a href="#">10</a>	W 5:00 PM-6:40 PM	Scott P. Ellis (P)	01/22-05/19

### DESCRIPTIONS:

#### Section 01—Professor Larkin: **The Individual and Society in Italian Cinema**

*Study of the most representative films of Italian cinema, with exploration of the ways in which cultural and national identity have been portrayed and typified by filmmakers. Special emphasis on the relationship between individual and society, as well as its evolution throughout a variety of cinematic periods and genres. Culminates in an analysis of the most recent and compelling works of contemporary Italian filmmaking, which reflect the new Italy, a dynamic and multiethnic society.*

#### Section 02—Professor Johnson: **Poetry: The Art of Individuality**

In this workshop course, you will read and write poems—no previous experience required. You will discover what's distinctive about your inner life as you turn it inside-out in language, and you will read a lot of modern writers who have used poems as a medium for discovery, for dissent, and for self-examination. As the American poet Allen Ginsburg said, "Poetry is not an expression of the party line. It's that time of night, lying in bed, thinking what you really think, making the private world public, that's what the poet does." If you have night-thoughts, if you have things to say that need saying, this workshop will help you express them.

#### Section 03 – Professor Stutzman, and Section 04-- Professor Irwin: **Language, Music and The Brain**

(The professors will be co-teaching this course, but you only sign up for ONE section. Please note that this course meets for 8 weeks only. Therefore, it meets for 4 hours a week, but it concludes at mid-term, so you earn 2 credits.)

*Language, Music, and the Brain: Every waking hour in your life finds you engaged with language: listening, speaking, and/or reading. And some significant portion of the same hours finds you passively or actively engaged with music. These systems of auditory communication simultaneously encode the interactions of a community (next year's Honors College area) while relying on individual mechanisms of perception. In fact, one might argue that a person's identity requires language. Our course will attempt to answer the question Is music the universal language of mankind? To accomplish this task, we will precisely define language and music through an examination of their structure, function, and the neurophysiology of their perception. No previous musical training is required.*

#### Section 05—Professor Baraw: **Comics & The Self: Word, Image, Page/World, Identity, Social Stage**

*In this course we will read contemporary comics—graphic novels and memoirs—to experience the ways this complex medium uses word, image, and page to represent the self and the even more complex relations among individuals, the world, our identities, and the social stages on which we all enact our lives. We will read graphic memoirs that examine relations between parents and children (*Maus* and *Fun Home*) within the context of world history and the narrower but ever-pressing struggle to forge an individual identity. We will read others that explore the differently inflected experience of first-generation Americans (*One! Hundred! Demons!*, *The Best We Could Do*), trying to create their own new identities distinct from their parents and the cultures of a previous nation. Finally, we will read very recent comics—one a fictional memoir (*My Favorite Thing is Monsters*) and the other an anthology (*The Best American Comics 2018*) that will allow us to take up these issues in the very latest (and greatest) comics being produced today.*

#### Section 06-- Professor Carroll: **The Science and Practice of Mindfulness**

*WHAT? These are the questions we will explore in Hon 200-06:*

- \* What is mindfulness?*
- \* What are applications of mindfulness?*
- \* What are techniques for practicing mindfulness?*
- \* What are the benefits of mindfulness?*
- \* How is mindfulness studied?*
- \* Is there scientific evidence to support claims of mindfulness' benefits and treatment efficacy? What does the evidence reveal?*
- \* What are current trends and problems in defining, implementing, and evaluating mindfulness?*

*HOW? These are the inquiry methods we will utilize in Hon 200-06:*

- \* Reading, critical analysis, and written reflection on both primary and secondary sources*
- \* Personal and Group exploration and practice of mindfulness techniques*

#### Section 07 and 08—Professors Marsoobian and Shea: **Idea of Self in the Ancient World.**

(These are co-requisite classes and will be team-taught; if you're taking these sections you need to register for *both* sections. These will count as two sections of HON 200, and you will earn 4 credits.)

*In our country today, many of its long-standing values are now vigorously under national debate. This team-taught course will engage you in that debate through reading some ancient Greek masterpieces of literature and philosophy that also examine these same values. We want to help you become familiar enough with these works so that you can understand how these values inform both the culture that*

*produced them and the culture we live in today. In addition, the course will help you become a more skillful reader, enjoy reading more (these two are linked), and improve your writing.*

Section 09: Professor Amenta: **Male Spirit, Female Flesh: Religion and Sexuality in America**

Section 10—Professor Ellis: **The Natural Self**

*We often hear people express the desire to go into nature to “find themselves,” but what exactly does this mean? How do “natural” environments—forests, mountains, deserts, oceans, etc.—enhance our self-knowledge, and what does one’s interaction with such environments reveal? In this course, we will explore how writers use various environments to shape an understanding of the self. By reading works of poetry, fiction, and nonfiction, we will examine the myriad ways that the natural world can become a reflection or a projection of who we are or who we want to be.*