Honors Courses 2016 – 2017

Fall 2016

First Year Experience (FYEX 100) 1 Credit

Gen Ed 12

This course supports the development of student success skills, such as reading, writing, and speaking; helps students gain intellectual confidence; builds in the expectation of academic success; and provides assistance in making the transition to university life. The course provides an orientation to the mission and core competencies of the Honors Program, and strengthens the interaction and sense of community among first-year honors students. Students will analyze and categorize leadership, research, and global citizenship themes, identify appropriate learning goals, and develop an e-portfolio for their use in the Honors Program.

Sensitivity to Disability (REHB 110W)

Gen Ed 7, Gold Course

The focus of this course is to acquire an enhanced sensitivity to the experience of disability. That is, to increase our awareness of the individual AND the environmental factors that impact a person possessing a disability. This class is designed to promote a better understanding of many topics and issues, including your own experiences, thoughts, beliefs, and “first-impressions” about a disability AND the individual who has a disability.

Professional Communication and Interviewing (CMST 212)

Gen Ed 1B

This course is designed to help students improve and gain experience in styles of communication in the corporate/non-profit world. Communicating in professional settings requires attention to different audiences and circumstances that are quite different from everyday conversations or formal speeches. In this course, students learn about the presentation of public messages in formats commonly used in business and professional settings. This course emphasizes the performative aspects of communication, specifically how to engage in strategic communication in professional settings.
Understanding Connections between Language and Culture (HONR 401), 3 Credits, Anne Dahlman

In this seminar, students will explore the various aspects related to learning another language and its connections to culture. Students will learn that studying the basics of a language (reading, writing, listening, speaking and vocabulary) is just the very surface level of a complex undertaking of acquiring second language competency. This seminar has been designed to improve students’ understanding of the connections between learning a language and obtaining global/cultural competency.

Growing the Leader in You (HONR 401) 3 Credits, Cynthia Bemis Abrams

Only through understanding the basic principles of leadership can one be a better judge of good and bad leadership. By the end of this class, a student will grasp these principles, hold insights into how to incorporate them into daily living and recognize the nuances of cultural context.

While there are many varieties of leadership curriculum, and tools to aid an individual learning more about his/her leadership style, strengths or progress, this class will cover the foundational principles set forth at a student level by world-renowned authors and instructors, James Kouzes and Barry Posner. These principles are universal in nature and can be discerned through an individual’s behavior and language as well as through observed relationships.

Class time is discussion-rich and online assignments are designed to draw from readings, personal experience, class conversation and current events.

Honors Senior Portfolio (HONR 475) 1 Credit, Anne Dahlman

This required course for seniors in the program allows the student to articulate where and how he or she has met the Honors Program Learning Outcomes.

Spring 2017

Gender, Sex, and Empire (GWS 220) 4 credits, Laura Harrison

Gen Ed 8, 9, Purple Course

Gender, Sex, and Empire is an introduction to studying women’s lives, and the gender systems that shape them, across cultures and countries. This course will introduce students to transnational feminisms and will provide an entry point to the study of global politics through a feminist lens. Topics include an overview of the struggles of women for full citizenship, as well as addressing topics such as feminist organizing, sexuality, women in politics, the environment, tourism, and women’s health. We also
investigate the challenges women have faced and the continuing activism and change initiated by women in response to their complex worlds.

**Introduction to Honors (HONR 201) 1 Credit**

This course is required for students who transfer into the Honors program or who join without taking the FYEX course. This course provides an orientation to the mission and core competencies of the Honors Program. Students will analyze and categorize leadership, research, and global citizenship themes, identify appropriate learning goals, and develop an e-portfolio for their use in the Honors Program.

**Personal Explorations of Leadership (HONR 401), 3 Credits, Ginny Walters**

This course will introduce students to various perspectives on leadership and provide students with opportunities to explore and develop their personal understanding of leadership. Students will partake in readings, class discussions, and assignments that require an analytical approach to leadership. Students will relate course content to their personal development as a leader by engaging in a variety of experiences on and off campus. Students will apply course content by developing a change plan that focuses on an issue about which they are passionate, either on or off campus. As a result, students will learn how to tap into their own strengths as leaders, how to appreciate the assets of others, and the importance of developing key relationships to create lasting change. This course can serve as a gateway into leadership experiences or as an enhancement of prior and current leadership experiences.

**The Scientific Method and the Limits of Science (HONR 401) 3 Credits, Daniel Toma**

This seminar asks the question, “What are the limits of scientific inquiry?” How do we find them? Once known, what can science legitimately inquire and comment upon and what is beyond its powers of analysis? Once understood, we will then analyze both theoretical and practical problems that science inquiries into. Much of broad debates involving science in the public square overlook the assumptions upon which science is based and therefore no progress is made. The debates become bogged down in an impenetrable morass of misunderstandings on all sides. In order to citizens in a pluralistic society so infused with science, one must have the proper understandings of the limits of a field of inquiry to make responsible decisions based upon it.

**Diverse Encounters in Global Health: New Zealand (Honors 401) 3 Credits, Lynette Engeswick & Caryn Lindsay**

Course description coming soon!

**Honors Senior Portfolio (HONR 475) 1 Credit, Anne Dahlman**

This required course for seniors in the program allows the student to articulate where and how he or she has met the Honors Program Learning Outcomes.