

HONORS (HONR)

HONR 110 Learning Foundations for Honors Scholars (4 Credits)

This 4-credit course will be taken in the student's first year. It is capped at 18 students. It functions as both an introduction to their general education experience at a Catholic, Benedictine college, and as a writing-intensive course. Students will demonstrate reflection on their learning through the use of an Integrated Portfolio. The topics of these courses are diverse and intended to be taught by faculty from across all divisions. Offered for A-F grading only.

Prerequisites: None

Equivalent courses: INTG 100

Attributes: Learning Foundations (LF)

HONR 120A Community and Identity: Lockuptown - Incarceration in the United States (4 Credits)

Approximately 2.3 million people are incarcerated in state and federal prisons, county and local jails, juvenile correctional facilities, and immigrant detention facilities. There are more Americans on parole, on probation, or incarcerated – about 6.9 million people – than were enslaved in the decade before the U.S. Civil War (1861-1865) – about 4 million people. Just as slavery was one of the defining issues of the early United States, mass incarceration is one of the defining issues of today's United States. How did the "land of the free" become the land of the incarcerated? To answer this question, we will study incarceration in the United States from the nation's first prisons built during the late eighteenth century to the spaces of confinement that arose during the "Global War on Terror" at the beginning of the twenty-first century. We will investigate connections that link incarceration with American freedom and the penitentiary with American culture and society. We will also explore the alleged purposes of incarceration and the experiences of incarcerated individuals.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120B Community and Identity: Solidarity & Difference (4 Credits)

The United States is growing more diverse year by year and seemingly more divided as well. What does solidarity look like in a profoundly diverse and deeply divided society? How can people work together for social justice together with members of different identity groups? In this course, students will examine gender, race, ethnicity and class in the United States as forces that shape individual and group identities in ways that both unite and divide us. Students will learn to think critically about their own gendered, racial, ethnic and class identities; understand the social and cultural factors that shape and contribute to each of these identities; examine case studies of inter-group efforts to create justice; and gain experience with resources to foster meaningful solidarity practices that can help to bring about social change.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2024-2025 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K, PSYC 121

Attributes: CSD: Identity (CI)

HONR 120C Community and Identity: Midnimo in Minnesota (4 Credits)

What challenges arise when new arrivals make a community more diverse? What strategies can help a historically homogenous community welcome racial and religious diversity? In this course, we will not just study the challenges to integrating newcomers, we will take a collaborative leadership approach that directly serves needs identified by our Somali-American neighbors. Midnimo is Somali for unity. We will ask if our region can have Midnimo, a unity that transcends racial, cultural, and religious differences. Students will read texts on the experiences of Somali-Americans in our region as well as scholarship on the relationship between community membership and identity. Through these texts, students will explore the processes that shape gender and racial constructions and identify how those processes shape the ways Somali refugees navigate resettlement in Minnesota.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120D Community and Identity: Philosophy of Race and Ethnicity (4 Credits)

This course explores philosophical questions surrounding race and ethnicity and gender and how the boundaries around these identities are enforced and resisted. We examine the historical evolution of racial and gender concepts up to the present day. This deeper philosophical understanding will be used to discuss contemporary topics like disparities in health, immigration policies, and barriers to political participation.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K, PHIL 155

Attributes: CSD: Identity (CI)

HONR 120E Community and Identity: Narrative Identities (4 Credits)

Women, men, and aliens. This sounds more like a reality tv show than a college class, but in fact, it is a popular culture course that offers students a way to explore their personal identities. Through the critical examination of novels, short stories, and movies, students will be asked to think about their own gendered, racial, and ethnic identities. This discussion-based class will also push students to examine the influence of society and culture on identity.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with a class of First Year. Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: ENGL 124A, HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120F Psychology of Gender (4 Credits)

In this course, we will examine psychological research and practice through the lens of gender. We will explore gender as a psychological and social construct that influences our experiences in a number of contexts. The course will address how gender, as a social identity, relates to privilege, oppression, and emotional well-being. Sample topics include: gender roles, stereotypes, gender socialization, and gender inequality. Moreover, we will take an intersectional perspective, attending to the complex ways that gender combines with race and other social identities. As we engage with a broad survey of scholarship on the psychology of gender, we will grapple with controversial issues confronting the field of psychology and consider both personal and professional applications. The course will introduce students to a process and value-based, collaborative theory of leadership directed at improving local communities, a feature of all HONR 120 courses.

Prerequisites: Honors Program with a score of 1

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120G, HONR 120H, HONR 120I, HONR 120J, HONR 120K, PSYC 308

Attributes: CSD: Identity (CI)

HONR 120G Community and Identity: Sex, Race and Medicine (4 Credits)

This course covers the past and present of medicine in the United States, paying special attention to ways in which ideas of gender, sexuality, race, and ethnicity intersect to shape medical practice and the experiences of patients and doctors alike. Topics include gender and racial dynamics in the shift from midwifery to obstetrics; barriers to medical education for women and Black students; eugenics and medical experiments like the Tuskegee study; and debates surrounding LGBTQ+ health care.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HIST 180, HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120H, HONR 120I, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120H Community and Identity: Introduction to Anthropology (4 Credits)

This course is an introduction to the field of anthropology. Anthropology is a holistic and comparative study of human diversity. Students will examine cross-cultural examples to shed light on all aspects of human life and culture from race, gender, identity and ethnicity, to language and religion, to technology and medicine, to the study human evolution and variation. Ethnographic examples stemming from both the United States as well as around the world allow students to reflect on their own identities and cultural contexts. It is often in comparison that we can see how our own cultural lens and experiences have shaped our perspectives of the world.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120I, HONR 120J, HONR 120K, SOCI 121

Attributes: Benedictine Raven (BN), CSD: Identity (CI)

HONR 120I Adulthood and Identity (4 Credits)

College is a transformative time when students navigate academic and social pressures while defining themselves apart from childhood expectations. This course addresses key challenges students face, such as managing societal expectations, difficult conversations, self-advocacy, and civic engagement, with a focus on how gender, race and ethnicity, and other intersectional identities shape these experiences. It explores how students' identities and actions are influenced by their community and how they, in turn, impact that community. By examining personal and collective experiences both on campus and nationally, the course provides a space for meaningful discussions on the everyday issues students encounter. The specific topics and examples discussed in the course will likely change from semester to semester due to relevance and changing times, but will always focus on issues related to identity formation, race, ethnicity, culture/cultural appropriation, gender/gender identity/sexuality, ability, equity, mental health, misinformation, conflict management, stereotyping, cultural and societal expectations, and more.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: COMM 112, HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120J, HONR 120K

Attributes: CSD: Identity (CI)

HONR 120J Japanese Women Writers (4 Credits)

This course introduces novels, short stories, manga, and films written by Japanese and Japanese-American woman writers and filmmakers since the 1970s. We read texts that explore questions of identity related to gender, race, and ethnicity in a comparative context, from the incarceration of Japanese-Americans during World War II to the rethinking of female icons of Japanese mythology and folklore, as well as what it means to be alienated in what is supposed to one's "homeland" and being insufficiently fluent in one's "mother tongue." With texts set in the United States, Japan, and Europe, this course aims to demonstrate the relevance of great literature and film by Japanese women to questions at the heart of an intersectional analysis of gender, race, and ethnicity.

Prerequisites: HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120K, JAPN 121A

Attributes: CSD: Identity (CI)

HONR 120K Introduction to Gender Studies (4 Credits)

Introduces students to a broad range of concepts and issues in the discipline of Gender Studies. It uses gender as an analytical method and explores how race, class, ethnicity, and sexual orientation influence the construction of gender identity. Although containing these common elements, this course's main focus will vary according to the particular instructor's design.

Prerequisites: Honors Program with a score of 1 and HONR 110

Restrictions: Enrollment limited to students with the 2025-2026 Registration Cohort attribute.

Equivalent courses: GEND 101, HONR 105, HONR 120A, HONR 120B, HONR 120C, HONR 120D, HONR 120E, HONR 120F, HONR 120G, HONR 120H, HONR 120I, HONR 120J

Attributes: CSD: Identity (CI)

HONR 200 Interdisciplinary Approaches to Communities of Scholarship: Human Experience (4 Credits)

This is the second course in the Honors sequence. These courses are team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. These courses are equivalent to a Thematic Encounter in that they are taught through two Ways of Thinking and investigate the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year.

Prerequisites: HONR 120 or HONR 105

HONR 201 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Social World (4 Credits)

This is the third course in the Honors sequence. The course is team-taught by one Human Experience instructor and one instructor from a different Way of Thinking. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year. Prerequisite HONR 120.

Prerequisites: HONR 120 or HONR 105

HONR 202 Interdisciplinary Approaches to Communities of Scholarship (4 Credits)

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one Natural World instructor. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year.

Prerequisites: HONR 105 or HONR 120 or HONR 120A or HONR 120B or HONR 120C or HONR 120D or HONR 120E or HONR 120F or HONR 120G or HONR 120H

Attributes: Human Experience (HE), Natural World (NW), Thematic Encounter1/2 - Truth

HONR 203 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Artistic Expression (4 Credits)

This is the second course in the Honors sequence. The course is team-taught by one Human Experience instructor and one Artistic Expression instructor. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year.

Prerequisites: HONR 105 or HONR 120

Attributes: Artistic Expression (AE), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 203A Propaganda, Art, and Action (4 Credits)

The philosopher Gaile Pohlhaus describes propaganda as “rhetoric that is intended to move its audience directly to action, bypassing the capacity to deliberate.” This course explores how propaganda functions in the contemporary United States, with a focus on its connections to power, language, and community. In this course, we will ask: What is propaganda and how is it related to truth? What is the relationship between propaganda and art? Is propaganda always bad? How is it used by those already in power to maintain support for the status quo? How has the internet and social media contributed to the manipulation of public opinion? How can we recognize when we are being manipulated or lied to? How does propaganda differ from the free exchange of ideas that is essential to democracy? How does propaganda work to divide and create communities? We will examine rhetorical and formal choices to understand the power of language to persuade and coerce. We will explore, through the study and writing of poetry and creative nonfiction, how creative works can function both as propaganda and invite attention and deliberation.

Prerequisites: HONR 105 or HONR 120 or HONR 120A or HONR 120B or HONR 120C or HONR 120D or HONR 120E or HONR 120F or HONR 120G or HONR 120H

Equivalent courses: HONR 203B, HONR 203C

Attributes: Artistic Expression (AE), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 203B The Art of Social Change (4 Credits)

This team-taught course combines history, art, and activism. Students will examine the texts and images of social movements past and present through the lens of the women who shaped them. They will learn not only about social movements and their impact, but also learn to understand the role of art in shaping social and political change. This course responds to current events and student interest, thus the content may shift from year to year. What will not shift is the learning and application of formal analysis and contextual analysis. There will be required field trips on and off campus.

Prerequisites: HONR 120A or HONR 120B (may be taken concurrently) or HONR 120C or HONR 120D or HONR 120E or HONR 120F or HONR 120G or HONR 120H or HONR 120I

Equivalent courses: HONR 203A, HONR 203C

Attributes: Artistic Engagement (AR), Artistic Expression (AE), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 203C From Hamilton to Tracy Turnblad: How History Shapes the American Musical (4 Credits)

Musicals are a true American art form like jazz and the blues. From the very first musical Oklahoma!, they incorporated aspects of American culture and social issues. This course will examine how history and theater when combined weave a tale of the American experience, based in truth, but presented through an artistic lens. The course will begin with a comparison of the musicals 1776 and Hamilton, move to Oklahoma! and South Pacific and end with Hairspray.

Prerequisites: HONR 120A or HONR 120B or HONR 120C or HONR 120D or HONR 102D (may be taken concurrently) or HONR 120E or HONR 120F or HONR 120G or HONR 120H or HONR 120I

Equivalent courses: HONR 203A, HONR 203B

Attributes: Artistic Expression (AE), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 204 Interdisciplinary Approaches to Communities of Scholarship: Human Experience & Abstract Structures (4 Credits)

This is the third course in the Honors sequence. The course is team-taught by one Human Experience instructor and one Abstract Structures instructor. The two instructors will develop discipline-specific learning goals for use in the course. This course is equivalent to a Thematic Encounter in that it is taught through two Ways of Thinking and investigates the theme of truth in the context of scholarly communities. One section of HONR 200-204 is required for students entering the Honors Program in Fall 2020 and later. Students take this course during their sophomore year.

Prerequisites: HONR 105 or HONR 120

Attributes: Abstract Structures (AS), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 204A Gender, Mathematics, and Who Gets to Be a Mathematician (4 Credits)

HONR 204A Gender, Mathematics, and Who Gets to Be a Mathematician (4 Credits) This seminar explores how we choose to do mathematics. Most people think of mathematics as a cut-and-dried field where there's only one right answer. But it turns out that how we choose to do mathematics impacts what mathematics we do and who does the mathematics. We will explore several different philosophies of teaching mathematics, doing and re-doing some basic number theory through the lens of each teaching philosophy to illustrate how the learning experiences differ. Throughout all of this, we will analyze how gender and culture affect and are affected by the choice of teaching philosophy.

Prerequisites: Honors Program with a score of 1 and (HONR 105 or HONR 120 or HONR 120A or HONR 120B or HONR 120C or HONR 120D or HONR 120E or HONR 120F or HONR 120G or HONR 120H)

Attributes: Abstract Structures (AS), Human Experience (HE), Thematic Encounter1/2 - Truth

HONR 271 Individual Learning Project (1-4 Credits)

Supervised reading or research at the lower-division level. Permission of the director of honors and undergraduate research required. Not available to first-year students.

Prerequisites: None

HONR 360 Community, Research and Social Change: Truth/HE (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in a Human Experience way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year.

Prerequisites: HONR 105 and (HONR 201 or HONR 202 or HONR 203 or HONR 203A or HONR 203B or HONR 203C or HONR 204 or HONR 204A) and (HONR 300 or HONR 300A or HONR 300B or HONR 300C or HONR 300D)

Attributes: Human Experience (HE), Thematic Encounter3 - Truth

HONR 360A Community Histories (4 Credits)

In this course, we examine how telling underrepresented histories can confront or ameliorate past wrongs and create more inclusive communities. A central feature of the course is student research into the "community histories" of our area. This section of the course will focus primarily on the history of racially restrictive covenants and housing segregation in Central Minnesota. Students will develop research projects to better understand how the history of racial covenants and other restrictive practices affected local communities, including current disparities in housing, health, and education.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Attributes: Cmnty Engaged Learning Req, Experiential Engagement (EX), Human Experience (HE), Thematic Encounter3 - Truth

HONR 361 Community, Research and Social Change: Truth/NW (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in a Natural World way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

Prerequisites: HONR 105 and (HONR 201 or HONR 202 or HONR 203 or HONR 204) and HONR 300

HONR 362 Community, Research and Social Change: Truth/AE (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in an Artistic Expression way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year. Prerequisites HONR 105, HONR 201-204, HONR 300. Offered for A-F grading only.

Prerequisites: HONR 105 and (HONR 201 or HONR 202 or HONR 203 or HONR 204) and HONR 300

HONR 363 Community, Research and Social Change: Truth/SW (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in a Social World way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year.

Prerequisites: Honors Program with a score of 1 and (HONR 201 or HONR 202 or HONR 203 or HONR 204)

Attributes: Experiential Engagement (EX), Social World (SW), Thematic Encounter3 - Truth

HONR 363A Wellbeing, Happiness and Social Change (4 Credits)

This course focuses on understanding the ideas of wellbeing and happiness and the importance of those ideas for the social common good. In the process it seeks to develop an understanding the parameters that comprise individual and social wellbeing and happiness and how systemic and structural inequalities in social structures and institutions such as race, class and gender plague our societal wellbeing and threaten to challenge our success as a society. This course, based on the Social World Way of Thinking, is focused on developing an understanding of economic wellbeing and happiness, evaluating the role of public policy for enhancing socio-economic wellbeing and motivating students to become leaders advocating social justice and change in their communities. Students will research a challenge to the well-being of their community, analyze it using their knowledge from the course. identify appropriate steps through which action could be mobilized. Examples of problems could be a) the racial education gap in Saint Cloud; b) the gender gap in majors at CSB/SJU or c) unequal access to Covid-19 vaccination in the local community.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Equivalent courses: HONR 363B, HONR 363C

Attributes: Cmnty Engaged Learning Req, Experiential Engagement (EX), Quantitative Reasoning (QR), Social World (SW), Thematic Encounter3 - Truth

HONR 363B Engaging Community in Polarized Times (4 Credits)

In this course, students will examine how a number of deep divisions in the American political community – divisions over race, religion, immigration, gender identity, political party, geography (urban versus rural), environmental policy, the distribution of wealth and power, and the fate of American democracy itself – manifest themselves not only nationally but also locally in our own community: within school boards, county commissions, city councils, meat packing plants, churches, community action groups, and more. Students will study the historical roots of these divisions and their current political manifestations, then research and formulate policy recommendations designed to the common good with respect to some specific issue affecting the local community. Students will then, individually and in teams, communicate their policy recommendations to local leaders and decision-makers such as state legislators, school board members, school superintendents, mayors, police chiefs, religious leaders, community activists, and employers. In doing so, students should expect to encounter significant disagreement from some of the community members whose support they hope to enlist for their proposed course of action. Students will thus learn how to speak with, listen to, and seek common ground wherever possible with people whose interests, life experiences, and understandings of the common good differ from their own.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Equivalent courses: HONR 363A, HONR 363C

Attributes: Experiential Engagement (EX), Social World (SW), Thematic Encounter3 - Truth

HONR 363C Native American Allyship (4 Credits)

Students in the course will engage in allyship with a Native Nation as they take part in research projects led by tribal representatives. The course begins with an overview of Minnesota's Native Nations and the goals, impacts, and legacies of forced assimilation policies, including boarding schools. Students will then be introduced to current tribal research needs by tribal representatives and develop research projects that address those needs.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Attributes: Experiential Engagement (EX), Social World (SW), Thematic Encounter3 - Truth

HONR 364 Community, Research and Social Change: Truth/AS (4 Credits)

This is the fourth Honors course. Students will explore the privileges and responsibilities that come with community membership; the specific content and topics will be chosen by the instructor. Common to all sections is project-based learning in which students identify an authentic opportunity or challenge that would enhance the common good, thoroughly research it from all angles, and produce research papers and oral presentations. Equivalent to Thematic Encounter: Truth course in an Abstract Structures way of thinking. Includes Experiential Engagement. This course is required for students entering the Honors Program in Fall 2020 and later. Students ordinarily take this course during their junior year.

Prerequisites: Honors Program with a score of 1 and (HONR 202 or HONR 203A or HONR 203B or HONR 203C or HONR 204A)

Attributes: Abstract Structures (AS), Experiential Engagement (EX)

HONR 370A Directed Reading (1 Credit)

Offered for S/U grading only.

Prerequisites: Honors Program with a score of 1

HONR 371 Individual Learning Project (1-4 Credits)

Supervised reading or research at the upper-division level. Permission of the coordinator of honors and undergraduate research and completion (or concurrent registration) of 12 credits within the program required. Not available to first-year students.

Prerequisites: None

HONR 395 Liberal Arts in Action (4 Credits)

This is the fifth Honors course and the capstone for the Honors program. In this course, students will integrate their previous course work and leadership development through project-based learning and their integrative essay. Students will select a single opportunity/challenge for the common good of the community based on one of the research papers produced in the various sections of HONR 360-364, design an approach, execute it and evaluate it. Equivalent to INTG 300- Learning Integrations and required for students entering the Honors Program in Fall 2020 and later.

Prerequisites: Learning Foundations (LF), Theological Explorations (TE), Cultural and Social Difference: Identity (CI), a completed Theme, Theological Integrations (TI) and Writing (WR). TI and WR may be taken prior to or concurrently with INTG 300. Honors students specifically must complete 1 class in HONR 201, 202,203@, or 204@ as well as 1 class in HONR 300@ or 363@ which are all count toward themes encounters and ways of thinking.

Restrictions: Enrollment limited to students with a class of Junior or Senior. Students with the 2023-2024 Registration Cohort, 2024-2025 Registration Cohort or 2025-2026 Registration Cohort attributes may not enroll.

Equivalent courses: INTG 300

Attributes: Learning Integrations (LI)