University Honors Program

Mission

The mission of the University Honors Program is to provide an education rooted in a classical humanities curriculum, particularly as it is shaped by the Jesuit ideals of rigorous academic inquiry, a habit of reflection on knowledge and experience and, growing from these, a desire to bring about justice in the world. This curriculum is designed for a diverse body of motivated students who are especially well prepared for and impassioned by learning processes that are characterized by intense intellectual engagement. The Honors curriculum strives to enhance a student’s regular university curriculum by enriching its core components, facilitating recognition of the essential relatedness of the core components to each other and to the student’s intellectual discipline, and encouraging application of the core components to the student’s visions, decisions, and actions in the world. The primary goal of the Honors Program is to offer students a transformative learning experience that provides more than a knowledge base and set of skills that can influence their interactions with the world; rather, the Honors curriculum is deliberately designed to foster a way of seeing, thinking, valuing and behaving that necessarily influences a person’s interactions because it has become an authentic and intrinsic element of his or her identity and humanity.

The Honors Program cultivates such transformational learning by creating academic situations that (a) bring students in closer contact with their teachers and peers, (b) engage topics and issues in greater depth, subtlety, and complexity than is possible in larger non-honors courses that necessarily must serve a wider range of learning levels, (c) place more of the impetus for learning on the students themselves and (d) allow for a more individualized realization of educational objectives.

Curricular Overview

Two basic elements define the Honors curriculum: the Honors Core Courses and the Honors Program Seminar Series. Honors Core Courses, in keeping with the University Core of Common Studies (UCCS), develop in students the fundamental abilities to think critically, reason analytically and express themselves coherently. In addition, these courses provide an appreciation for core academic areas of inquiry central to Jesuit education. Honors Core Courses constitute the first mainstay of the Honors curriculum.

The second mainstay consists of Honors Program Seminars. These seminars focus on specific intellectual topics and are taught from a communal perspective that relies upon the efforts, insights, and perspectives of all individuals participating. They build progressively on one another from year to year and are designed to encourage the type of developmentally-staged learning that is essential to an integrated educational experience.

This distinctive curriculum turns a more typical college curriculum into a clearly defined “Honors experience.” Because the Honors curriculum enhances rather than replaces a student’s disciplinary curriculum, it has been carefully structured to complement the wide variety of major and college requirements across campus.

To be more specific, the Honors Core Courses are either specially-designated sections of University Core courses (e.g. PHIL 1001 or 2310) or are courses that have been specially created by departments for the Honors Program (e.g. ENGL 1301 and 1302). Smaller than ordinary, restricted to Honors Program students, and taught by instructors committed to the educational ideals of the Honors Program, both types of Honors Courses enrich the core curricular experience and provide an important foundation for participation in Honors Program Seminar Series.

The Honors Program Seminar Series consists of a four-year seminar sequence designed to promote the integration of knowledge gleaned from multiple content areas. Upon entering the upper-level seminars, the student is required to use these skills to begin to make connections between a variety of fields of inquiry and/or research.

Honors Program Curricular Requirements

Honors Core Courses

Honors students are required to take the seven Honors Core Courses listed below, all of which can be applied simultaneously to the University Core requirements as well as to the various college core curricula. Students should consult the University Bulletin for the specific core requirements of individual majors and colleges. All the Honors Core Courses except the second-level Theology course, which can be taken any time after THEO 1001 Introduction to Theology, are taken during the first and second year at the University.

ENGL 1301 Honors English 1
ENGL 1302 Honors English 2
PHIL 1001 Philosophy of Human Nature
PHIL 2310 Theory of Ethics

ENGL 1301 Honors English 1
ENGL 1302 Honors English 2
PHIL 1001 Philosophy of Human Nature
PHIL 2310 Theory of Ethics

Enrolled students will be required upon completion of ENGL 1301 and 1302 to take another writing course approved by the director of the University Honors Program.
General Four-Year Course Plan for Honors Students

Because Honors Program students come from every college on campus, no single curricular plan is applicable to everyone. Both the Honors Program Director and the student's major adviser assist in designing individualized plans that best suit each individual's unique academic objectives. The typical sequence of Honors courses, however, is listed below. You should pair this chart with that provided for your major to come up with your individualized four-year plan.

**Freshman**

<table>
<thead>
<tr>
<th></th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 1301#</td>
<td>3</td>
<td>ENGL 1302#</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHIL 1001#</td>
<td>3</td>
<td>THEO 1001#</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HOPR 1953</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th></th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIST 2001**</td>
<td>3</td>
<td>HOPR 2953*</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PHIL 2310**</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th></th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Second-Level Honors THEO*</td>
<td>3</td>
<td>HOPR 3955 or 3953* ***</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th></th>
<th>First Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HOPR 4953* ***</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours: 30
# Must be taken together
* May be taken either semester
** May be taken either semester, but must be taken together.
*** May take HOPR 3953 Honors Program Junior Seminar, HOPR 4953 Honors Program Senior Full Circle Seminar or any honors approved seminar.

Academic Standards

Students must achieve a 3.200 cumulative grade point average in order to graduate with an Honors Program degree. If a student drops below a 3.200 in any given semester during the sophomore year or any subsequent year, he/she will receive a letter of warning from the director. If a student drops below a 3.200 cumulative GPA, he/she will be placed on Honors Program academic probation until the 3.200 cumulative is reattained. Students must earn a grade of C or better in a course for it to count toward the Honors Degree.

Associated Academic Programs

Study Abroad

The Honors Program believes that study abroad is a vital aspect of a student’s college experience. While study abroad is not required, we encourage students to take advantage of the numerous opportunities offered through the Office of International Education. Up to two courses may be taken abroad in fulfillment of Honors Program requirements. Contact the Honors Program and Study Abroad (http://bulletin.marquette.edu/previousbulletins/2015-16/undergrad/academicprograms/studyabroadprogram) offices for more detailed information.

Les Aspin Center

The Honors Program supports student internships at the Les Aspin Center (http://bulletin.marquette.edu/previousbulletins/2015-16/undergrad/academicprograms/lesaspinprogram). Again, credit for Honors Courses is possible; students considering a semester at the Les Aspin Center should meet with the director at least one semester prior to their departure in order to make curricular arrangements.

Courses

HOPR 1953. Honors Program First Year Seminar. 1 cr. hr.

The first-year seminars are intended to introduce Marquette Honors students to the university's top teachers and scholars through small seminars offering both classroom excitement and intellectual stimulation. These are one-credit, non-graded seminars that meet for 75 minutes once a week, and each section consists of no more than 10 students. The content of the individual seminars varies; our primary goal is to offer students the opportunity to pursue in some depth a specific intellectual topic in an academic setting that is fun, safe, and that encourages exploration and risk taking. Offered fall term only. S/U grade assessment. Prereq: Admission to Marquette University Honors Program.

HOPR 2953. Honors Program Second Year Seminar. 2 cr. hrs.

The second-year seminar allows students to investigate a topic from a perspective that joins a specific disciplinary technique (e.g., literary analysis, philosophical inquiry, scientific empiricism) with a non-traditional academic approach in an effort to broaden the confines of intellectual inquiry. Examples of non-traditional approaches include contemplative practice, action and reflection, and vocation discernment components. The specific topics will differ among individual sections but the goals common to all sections include helping students to understand the relationship between disciplinary-based and more non-traditional modes of inquiry and the limitations and assets of each; appreciate the value of contemplative and experiential practices in gaining a richer understanding of the meaning and implications of an issue; and explore the reciprocal relationship between contemplation and action. Offered each term. S/U grade assessment. Prereq: HOPR 1953 and admission to Marquette University Honors Program.

HOPR 3953. Honors Program Junior Seminar. 3 cr. hrs.

Topic of broad cultural interest investigated through a variety of approaches drawn often from several disciplines. Topics vary. Guest faculty from within the university are invited to conduct the seminar and encouraged to arrange as many different and experimental teaching formats as are consonant with the topic considered. Offered every term. Honors students only. Limited to 15. Prereq: Cons. of dept. ch. and cons. of program director.

HOPR 3955. Honors Program Undergraduate Research Seminar. 3 cr. hrs.

This course serves as an introduction to research methods and issues in preparation for participation in the Honors Undergraduate Research Opportunity Program (HUROP). It is intended to prepare students for humanistically-informed participation in HUROP. The course provides students with a critical introduction to academic research and its attending methodological and philosophical underpinnings. Inherently interdisciplinary, typical topics include the scientific method and its limitations, non-scientific research, value and ethics in research, and research and society. Prereq: HOPR 1953, HOPR 2953, and cons. of program director.
HOPR 4953. Honors Program Senior Full Circle Seminar. 3 cr. hrs.
This course culminates the Honors Program Seminar Series by offering an integrative multidisciplinary seminar that encourages students to transcend the increasingly specialized disciplinary perspectives that characterize the latter stages of one's college career. In an effort to bring students "full circle" in the learning process, the seminar returns to selected texts and concepts studied in earlier Honors Foundation Courses and Seminars. The seminar is focused on a specific theme and challenges students' abilities to make connections surrounding this theme in different historical periods, disciplines, cultures and models of inquiry (e.g. analytic or contemplative). The explicit goal of this course is to help students begin to recognize how their education has contributed to a framework for thinking about, making decisions in, and interacting with the world. Prereq: HOPR 1953, HOPR 2953, cons. of dept. ch., cons. of program director, and Sr. stndg. in the Honors Program.