

TO: All Marquette Faculty
FROM: Tony Peressini, Director, University Honors Program
DATE: August 2011
SUBJECT: **CALL FOR PROPOSALS FOR HONORS SEMINARS (HOPR 1953, 2953, 3955, 3953, and 4953) for 2012-2013**

Dear Friends and Colleagues:

Greetings! I write today, on behalf of the Honors Faculty Advisory Council, to invite your participation in the Honors Program curriculum for 2012-2013. Several different opportunities are available, some of which offer overload pay and others that involve a negotiated course buyout. As a university-wide initiative, students from all colleges participate in the Honors Program: accordingly, we encourage course proposals from all disciplines and colleges. Please refer to page six for proposal guidelines.

Please note one area of particular need: HOPR 3955. The Honors Undergraduate Research Opportunity (HUROP) is intended to provide the Honors student with an opportunity to participate in, conduct, write up and disseminate an original research project with a university faculty member in the context of a community of fellow honors students engaged in research projects. Please note there is a current and particular need for HOPR 3955 instructors. (*Refer to page seven for more details on this unique teaching experience).

Five years ago a revised Honors Program curriculum was implemented. It consists of eight Foundation Courses (Honors sections of departmental offerings) and a Four Year Seminar Series. It is for the latter that we solicit your proposals. Details of the seminars are attached; below, however, are brief descriptions of each:

- **HOPR 1953: First-Year Seminar** (1 credit); limited to 10 students; meets for 75 minutes a week for 12 weeks; offers a stipend of \$2000.
- **HOPR 2953: Second-Year Seminar** (2 credits); is limited to 15 students; meets for 100 minutes a week for 15 weeks; offers a stipend of \$2500.
- **HOPR 3955: Junior Undergraduate Research Seminar** (3 credits); limited to 15 students; typically replaces one regularly assigned course.
- **HOPR 3953: Junior Seminar** (3 credits); limited to 20 students; typically replaces one regularly assigned course.
- **HOPR 4953: Senior Full-Circle Seminar** (3 credits); limited to 20 students; typically replaces one regularly assigned course.

Each seminar serves as a vital component in the four-year Honors Program Seminar Series and, as described below, is directed toward a specific learning goal. *In all, we seek pedagogical and intellectual experimentation—now is the time to try out that course you’ve always wanted to teach!* To stimulate your ideas, we have included titles of seminars that have been offered in the past; descriptions are available from the Honors Program office. Please consider submitting your own course proposal and contact me with any questions you have.

Proposals (please note the attached guidelines) are due by Monday, October 3, 2011. I look forward to hearing your ideas!!

HONORS PROGRAM SEMINAR SERIES DESCRIPTIONS

HOPR 1953: First-Year Seminar (1 credit), limited to 10 students, offered fall only

The primary goal with these seminars 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. These are one-credit, non-graded courses that meet for 75 minutes weekly for 12 weeks; enrollment is capped at 10. The content of the individual seminars varies and is strictly up to its leader. Whether the topic be the nature of numbers, the science of cooking, or how to build a bridge matters not; I invite you to draw from your disciplinary expertise and personal passion to design a curriculum that excites you and your students about the learning process.

As you ponder ideas, I urge you to remember that this is only a one-credit course; the workload should be commensurate with this credit load. Similarly, while the topic should be engaging, it need not be comprehensive—and your preparation should also be commensurate with this limited scope. Experiential learning is encouraged and the Program can supply very limited funds to supplement such activities; creativity is encouraged!

Faculty stipend: \$2,000.00

Some previously offered 1953 seminars:

| | | |
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| • Symmetry Raises its Beautiful Head | Michael McKinney | Chemistry |
| • Entrepreneurs and the Power of Ideas | Tim Keane/Jeff Snell | Busn/Office of President |
| • Sincerity | Amelia Zurcher | English |
| • The Art and Business of Science | Kristina Ropella | BioMed Engineering |
| • Experimental Theatre | John D. Schneider | Theatre Arts |
| • Passages: Coming of Age in the United States | James Marten | History |
| • The Law and the City | Alison Barnes | Law School |
| • Honors Quest: Exploring Learning Theory | Michael Havice | Communication |
| • The Sociology of Breaking Up | Erica Owens | Sociology |
| • What is Liberal Education? | Christopher Wolfe | Political Science |
| • Spanish Culture Through Its Cinema | E. Sanchez de la Calle | Spanish |
| • National Identity and Multiculturalism | Lowell Barrington | Political Science |
| • Solitude & Human Flourishing | John Schmitt | Theology |
| • Mental Health & Mental Illness as Social Construct | Steven Saunders | Psychology |
| • Hip Hop, Philosophy & Politics | Michael Monahan | Philosophy |
| • Thinking Philosophically with “Buffy the Vampire Slayer” | James South | Philosophy |
| • Race and Ethnicity in America | Heather Hathaway | English |
| • Minority Media in America | James Scotton | Journalism |
| • Project Management: Civil & Env. Engineering | Mark Federle | Engineering |
| • Autobiographing with a Sociological Lens | Roberta Coles | Social & Cultural Sciences |
| • Philosophy and Science Fiction | Anthony Peressini | Philosophy |
| • Spanish Civil War/Revolution | Michael Fleet | Political Science |
| • Thinking Philosophically with Joss Whedon | James South | Philosophy |
| • War, Terrorism, and Morality | Theresa Tobin | Philosophy |
| • Architecture: What? Where? When? Why? | Annemarie Sawkins | Adjunct History |
| • Social History Seen Through Comic Strips | Stephen Byers | Communication |
| • Rock & Roll as a Reflection of American Psyche | Stephen M. Saunders | Psychology |
| • Modern Chinese History in Film | James Scotton | Journalism |
| • Psychology in the News | Debra Oswald | Psychology |
| • Information Industry & Exchange of Ideas | Julia O’Keeffe | Raynor Memorial Library |

HOPR 2953: Second-Year Seminar (2 credits), limited to 15 students, offered spring & fall

The Second-Year Seminars are intended to allow students to investigate a topic from a perspective that joins a specific disciplinary technique with a more affective pedagogical method. These are two-credit seminars that meet for 100 minutes per week for 15 weeks. Ideally, half the course (e.g., 50 minutes weekly) will be devoted to an intellectual exploration of an issue and half will be devoted to some type of “lab” experience (e.g. actual contemplative practice, service activities, vocational exploration) according to the guidelines suggested below. Three separate types of seminars will be offered: contemplative practice, action and reflection, and vocational discernment.

Faculty stipend: \$2500.00

Contemplative Practice Seminars: These seminars incorporate elements of a contemplative practice (e.g. Ignatian reflection, individual and/or guided meditation, centering prayer, yoga) in order to teach students ways in which the intellectual and the affective can be linked in order to come to a richer understanding of the world around us and our place within it. The overall objectives of these seminars are to help students: a) gain an understanding of the relationship between contemplative and analytic modes of inquiry and the limitations and assets of each; b) develop an appreciation and understanding of the skills involved in a disciplined practice of contemplation; c) appreciate the value of contemplative practices in gaining a richer understanding of the meaning of and implications of an issue; d) explore the reciprocal relationship between contemplation and action.

Sample Contemplative Practice Seminars:

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| • An Exploration in Buddhist Meditation | Michael Vater | Philosophy |
| • Liberating Contemplation | R. Clifton Spargo | English |
| • An Introduction to Ignatian Spirituality and Discernment | Susan Mountin | Manresa Project |
| • Merton, Mysticism and Mind | Anthony Peressini | Philosophy |
| • Fiction and the Search for Meaning | Diane Hoeveler | English |
| • Explorations of the Narrative Self | Ed de St. Aubin | Psychology |
| • Explorations in Taoist Meditation & Yoga | Michael Vater | Philosophy |
| • Labyrinths | Heather Hathaway | English |
| • Feminism: A Critical Exploration | Amelia Zurcher | English |
| • Exploring Spirituality and Mindfulness at the Margins | Anthony Peressini | Philosophy |
| • Mindfulness and Eating | Mark McDonough | Adjunct Honors |
| • Centering Prayer and the Contemplative Life | Ralph Del Colle | Theology |
| • Knowledge & Self in the Martial Arts | Michael Monahan | Philosophy |
| • Miksang and Contemplative Photography | Miriam Hall | Adjunct Honors |

Action and Reflection Seminars: These seminars focus on a group service project that is complemented by ongoing and deliberately designed opportunities for reflection upon that experience. This two-pronged pedagogical approach is an essential component of these seminars: faculty should have some experience in leading reflection on service activities. The goal of these seminars is to emphasize the four aspects of learning through service to others: Preparation, Action, Reflection, and Assessment. Although Action and Reflection Seminars are not traditionally-structured service learning courses, the Office of Service Learning, directed by Ms. Bobbi Timberlake, is familiar with the goals of the Honors Program and has generously offered itself as a resource for faculty designing Action and Reflection Seminars.

Sample Action and Reflection Seminars:

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| • Rape and Representation | Amelia Zurcher | English |
| • Water, Health & International Development | Daniel Zitomer | Engineering |
| • The Rhythm of Compassion: Centering Ourselves to Listen and Move into Action | Yolanda Wattsjohnson | Education |
| • Education & Liberation: Reflecting on Self, Society, & School | Rebecca Nowacek | English |

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|--|------------------------|-------------|
| • Poverty and the Human Condition | John Jones | Philosophy |
| • Evil and Intelligibility | Philip Rossi, SJ | Theology |
| • Conceiving Self | James South | Philosophy |
| • Immortality of the Soul, Resurrection of the Body, Reincarnation and Life's Meaning | Thomas Prendergast | Philosophy |
| • Democracy: An Interdisciplinary Inquiry | Rebecca Nowacek | English |
| • Origin and Nature of the Universe (with Jame Schaefer, Theology) | John Karkheck | Physics |
| • The Art and Thought of Film | James South | Philosophy |
| • Sociological Perspectives on Race/Class/Gender in the U.S. | Marcia Williams | Soc/Cult Sc |
| • Terrorism, Peace, and Nonviolent Conflict Resolution | Theresa Tobin | Philosophy |
| • Autobiography & Life Writing | Amelia Zurcher | English |
| • Native American Philosophy | Susanne Foster | Philosophy |
| • Quest for Christian Identity | David Schultenover, SJ | Theology |

HOPR 3953: Junior Honors Seminars (3 credits), limited to 20 students, offered each semester

The Junior Honors Seminar provides an opportunity for students to satisfy their junior seminar requirement by taking an innovative seminar on a specific subject(s) of interest and relevance to their disciplinary development. These seminars allow teachers to offer courses outside the regular/typical seminar offerings of their departments. Interdisciplinary, multidisciplinary, and otherwise unique offerings are especially desired. **Instructors will be bought out of one course from their regular teaching load; thus, please obtain the signature of your department chair on your proposal.**

Sample 3953 Seminars:

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|---|------------------|-------------|
| • Northern Ireland: Philosophical, Political, & Historical Issues | William Starr | Philosophy |
| • Time | Ronald Zupko | History |
| • The Feeling Person: Brain Behavior and Culture | Robert Lueger | Psychology |
| • Witchcraft and Philosophy | Nancy Snow | Philosophy |
| • Bioethical and Healthcare Policy (with Brian Unsworth) | Gene Lacznik | Marketing |
| • Human Rights | Robert Ashmore | Philosophy |
| • Jesus Christ, Movie Star | K. Sullivan | Theology |
| • Design in Nature and Society | Jack Winters | Engineering |
| • Freedom, Addiction, and Recovery | Michael Vater | Philosophy |
| • Homosexuality & Christian Ethics | Bryan Massingale | Theology |
| • A Philosophical Look at Vampires | Nancy Snow | Philosophy |
| • Benedictine Tradition with a Nod to Carthusians | John Schmitt | Theology |
| • Body Philosophies, Theories and Cultures | Eva Man | Univ. Women |

HONORS PROGRAM COURSE PROPOSAL GUIDELINES

Please provide the following information with your application.

Forward by Monday, October 3rd to Maria Cooper: Maria.cooper@marquette.edu

Or feel free to drop the proposal by the Honors Program Office, Coughlin Hall, 001

1. Name and title
2. Department
3. Phone
4. Email address
5. Proposed Seminar Title
6. Proposed Seminar Description (no more than 250 words)
7. Possible readings or resource material to be used
8. Courses previously taught using the material in your proposed seminar
9. Does this material appear as a portion of any of the courses you currently teach or that are regularly offered at Marquette?
10. Times at which you would like to offer your course (we strongly encourage you to consider late afternoon and evening courses; in the past these have proved to work best to insure adequate student enrollment.)
11. For Second-Year Seminar (HOPR 2953) Proposals:
 - a. Please list or describe any experience you have with contemplative practice, group reflection, or vocation discernment, either professional or personal.
 - b. Please identify in which semester you would prefer to teach the seminar.
12. Chair's signature indicating department's willingness to release you (for HOPR 3955, 4953 and 3953 only).

Honors Undergraduate Research Opportunity (HUROP)

Marquette University Honors Program

Brief Description: The HUROP experience is intended to provide the Honors student with an opportunity to participate in, conduct, write up and disseminate an original research project with a university faculty member and in the context of a community of fellow honors students engaged in research projects. It consists of a preliminary seminar (HOPR 3955, 3 credits, spring semester), a summer research project, and culminating independent study (fall semester, 3 credits).

Outcomes: The student gains a hands-on experience of research that leaves them with not only the insights gained from engaging in a particular research project, but also with an understanding of the nature of the wider humanistic context (historical and contemporary) of research, what unifies it, its diversity of method, kind, proximate/distal goals, an appreciation of the intricacies and limitations of research, and a sense of the social and communitarian nature of research enterprises.

Structure

Preliminary Seminar (HOPR 3955)

Goals: (1) To consider from historical, philosophical, social, and political perspectives the nature of research today and in the past in order to reach a richer understanding of what research is and is not, does and does not, and ought and ought not do; (2) To explore the decidedly non-monolithic nature of research today by studying in some detail the different varieties of research taking place on campus; (3) To identify/refine the student's particular research project, and with the assistance of his/her faculty sponsor, develop a proposal to submit for UHP funding and to be presented in the seminar.

As a rough guideline, one of each of the three credits of the seminar will be devoted to each of these three goals.

Summer Research

Students participating in the seminar and successfully completing an application (with research project proposal) will be considered for a HUROP Summer Research Award on a competitive basis. (Current funding levels are at 15 awards of \$2500 each.) The summer research will take place under the supervision of the student's faculty sponsor and at Marquette University. In addition to performing their research, students will be encouraged to participate in regular research activities such as reading groups, project meetings, colloquia, etc.

Culminating Independent Study/Symposium

Depending on the nature of the research, students may spend the bulk of this time continuing the research and/or doing the work necessary to present the results in a paper/poster format. Students will also participate in an Honors Program Research Symposium (open to faculty and students) that will have both a poster and paper sessions.