

# HONORS

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honorsprogram@sfc.edu

## Director

Dr. Ian Maloney

## Program Mission

The Honors Program fosters a community of active, life-long learners who will become adept at functioning in a complex, increasingly interconnected world. This is accomplished through small, specialized, and interdisciplinary seminars that take the place of General Education courses across the Bodies of Knowledge and the completion of a senior capstone project. The Program strengthens its students intellectually by challenging them academically, encouraging their curiosity, and honing their research, writing, critical thinking and speaking skills. Honors students are also expected to demonstrate the key Franciscan values of care of creation, compassion, humility, and service to others by engaging in service and academic opportunities outside of the classroom. The Honors Program prepares students in all majors to be engaged, dynamic, and thoughtful citizens who will carry those values into their careers, continued education, and communities.

## Goals and Objectives

### Program Goals

*The Honors Program aims to:*

- Provide interdisciplinary General Education courses that are specialized, challenging, and innovative in their approach.
- Offer students academic experiences, hands-on learning, and service and scholarly opportunities both within and beyond the classroom and campus.
- Guide students in research methods and mentor them in capstone projects.
- Encourage students to present their work within and beyond St. Francis College.
- Foster a lifelong passion for learning, service, and commitment to community.

### Program Objectives

*Students who complete the Honors Program will be able to:*

- Write and speak authoritatively about scholarly issues in a range of disciplines.
- Design and execute an independent yearlong project that results in a scholarly thesis, creative project, or service initiative.
- Identify and pursue opportunities for service in and outside the college.
- Organize and participate in learning opportunities outside of the classroom and college.
- Demonstrate the value of wide-ranging liberal arts knowledge in their chosen career fields and graduate programs.

The Honors Program provides students the opportunity to fulfil their General Education Bodies of Knowledge requirements through small, interdisciplinary, discussion-based seminars that address a range of specialized topics. The Program requires the student to complete nine three-credit Honors courses, beginning with a year-

long freshman seminar and ending in a year-long senior capstone. The freshman seminars are focused around a timely theme chosen by the Honors Council and meet the First Year College writing and speaking proficiencies. In their sophomore and junior years, students take five Honors seminars that each map to two Bodies of Knowledge. Through their distribution of Honors seminars, students are expected to take two classes that count in each Body of Knowledge. These five seminars take the place of the ten Bodies of Knowledge courses required of non-Honors students, allowing Honors students the flexibility to take more advanced liberal arts courses, double major, or minor.

Independent research and self-motivated study are combined in sophomore- and junior-year Honors seminars. Brief essays, oral presentations, and longer research projects form the basis for grades in the seminars. Formal testing is neither used, nor permitted. Field trips, as well as experiential and service learning, are encouraged components of Honors courses.

The Honors Program culminates with an Honors capstone project. Students select a topic and identify a faculty mentor who will guide them in conducting scholarly research and writing, creative work and reflection, or designing and implementing a service initiative. The topic and type of capstone project is chosen by the individual Honors student and requires the student to engage in in-depth research and writing, with the length of the final product dependent upon the type of project undertaken. Students present their projects at an annual Honors Symposium and are encouraged to submit to external Honors conferences and publications as well. Each thesis is carefully monitored by the mentor and is critically examined by a second faculty reader as well as a designated member of the Honors Council. Students must earn a B or better in their first semester to advance to the second semester of the capstone. Students who earn an A or A- on their final capstone project will graduate with High Honors, and students who earn a B or B+ on their capstone project will graduate with Honors. Any student who passes with below a B on their thesis project will earn credit but will not graduate with Honors.

Honors students are also expected to attend and/or participate in cultural and social activities at the College. These activities can include guest lectures, club membership, and other events. As an essential facet of the Franciscan mission of both the program and the college, Honors students are also required to complete a minimum of ten hours of community service per academic year. Students identify their own service opportunities and report their hours to the Honors Director.

Honors students have priority registration and are eligible to register for courses on the first day of registration. In addition, Honors students benefit from exclusive academic and social events, unique opportunities to travel and attend conferences, publish their work, and work closely with individual faculty on research projects.

Membership in the Honors program is limited. Qualified prospective freshmen are invited to apply to the program on the basis of their high school grade point averages, and are admitted on the basis of writing samples and interviews. Transfer students and rising sophomores who demonstrate academic talent and interest in the Honors Program may also be invited to apply by a process similar to that used for incoming freshmen. Once in the Program, Honors students are required to maintain at least a 3.50 grade point average and show progress toward meeting their Honors course requirements. Students who do not maintain those standards risk removal from the program and must work with the Honors Director to maintain their place in Honors. Honors students entering as

freshman must complete 27 Honors credits; Honors students beginning as sophomores must complete 21 Honors credits.

All students interested in additional information about the Honors program should contact the Director.

## Program Requirements

Code	Title	Hours
HON-5101	Honors Freshman Seminar	3
HON-5102	Honors Freshman Seminar	3
Select FIVE Honors courses <sup>1</sup>		15
HON-5997	Honors Thesis	3
HON-5998	Honors Thesis II	3
<b>Total Hours</b>		<b>27</b>

<sup>1</sup> Honors courses are identified by course numbers 5000 through 5998 or by the notation of Honors (or "HON") in the course title. Students interested in completing the Honors curriculum are encouraged to meet with the Honors Director regularly for assistance in identifying appropriate courses and planning their academic programs, regardless of major.

## Courses

### HON-5101 Honors Freshman Seminar (3 Credits)

Student conversation and ideas are engaged in interdisciplinary concerns that are the broad focus of honors seminars. A careful approach to research, rhetoric, writing and dialogue is incorporated into the course materials selected from the humanities, social sciences, science, business and technology. As in all Honors Program courses, no tests are given, therefore grades are based on written discourse, research and conversation. Field trips are required. Students must complete both HON-5101 and HON-5102 to receive credit for either. Open only to students admitted into the Honors Program.

**Fulfills General Education Requirement:** OC1,HON

**Typically offered:** Fall Only

### HON-5102 Honors Freshman Seminar (3 Credits)

**Requisite(s):** HON-5101

Second semester of Honors Freshman Seminar. Students must complete both HON-5101 and HON-5102 to receive degree credit for either.

**Fulfills General Education Requirement:** WRI1,HON

**Typically offered:** Spring Only

### HON-5400 Viable Sustainable Businesses (3 Credits)

Viable Sustainable Businesses: Student Perceptions The students will thus research different kinds of supposedly green or sustainable businesses and choose one that they believe has long term potential for the greater New York (or Brooklyn) market. They will explain why the business is truly green and sustainable, what about it appeals to them, what is its long term potential, and what they believed would be the major obstacles, including competition, the businesses would have to face.

**Fulfills General Education Requirement:** HON

**Typically offered:** As Needed

### HON-5401 Diplomacy (3 Credits)

Diplomacy is the best means of preserving peace which a society of sovereign nations has to offer, so stated Hans J. Morgenthau, the father of the main school of thought in international relations. What has happened to this key instrument of foreign policy and international politics-which aims to mitigate and minimize conflicts among nations-in this current turbulent era? After an overview of key concepts, principles, and contending theories of international politics, this course delves into a history of diplomacy, with particular attention to its practice in the past several decades, and a focus on American postwar global leadership in key issue-arenas. It concludes with an examination of the cases made for the revival of diplomacy and multilateralism to peacefully resolve burgeoning crises and conflicts.

**Fulfills General Education Requirement:** HON,SEH,WHG

**Typically offered:** As Needed

### HON-5402 Islam, Democracy, & Human Rights (3 Credits)

The course aims to provide students with a general overview of the basic themes and issues in discussions about Islam and democracy with an emphasis on the discourse on human rights. This course will first give an introduction to the relationship of the political with the religious regarding Islam and will then discuss the discourse on democracy in Islamic milieus in the 20th and early 21st centuries. We will then move on to discuss the relationship between the religion of Islam, Muslim societies, and international human rights norms in the last 50 years, reflecting upon political Islam, colonialism, and the nation-state.

**Fulfills General Education Requirement:** HON,WHG,PEM

**Typically offered:** As Needed

### HON-5429 Sem: Child/Adol in Global Societies (3 Credits)

During the last several decades, scholars and researchers in various disciplines have studied how children and adolescents develop in societies across the globe. In this context, such topics as infants' early interaction with caregivers, children's socialization throughout the school-ages, and adolescents' self-seeking journey have been popularly examined in terms of cultural specificities. More recently, however, as globalization prevails from one place to another into more profound levels, the developmental trends of those young generations seem to evolve in some directions that we have never seen or experienced. This course reviews the cornerstones of developmental theories and findings in many Western and non-Western cultures and explores new globalization trends in developmental pathways of children and adolescents. Students will be required to read (book chapters, academic journal articles, and non-profit organizations' trends reports), watch (documentary video clips), and discuss in class. To ensure a realistic understanding of readings and materials, each student will explore specific childrearing or adolescent-developing culture or topic and give a class presentation.

**Fulfills General Education Requirement:** HON

**Typically offered:** As Needed

**HON-5995 Honors Independent Study (1-3 Credits)**

A reading- and research-based activity anchored to a cooperating professor's course, an Honors Program colloquium, or by previous arrangement to another audience, in which an Honors Program student pursues a topic or interested presented in a prospectus offering an interdisciplinary embrace of the subject. Suitable meeting arrangements and a calendar of dates for reporting on the project are necessary before submitting the prospectus for approval to the Director of the Honors Program. In all cases, independent study must be requested during the registration period prior to the semester in which the course is to be taken.

**Fulfills General Education Requirement:** HON

**Typically offered:** As Needed

**HON-5997 Honors Thesis (3 Credits)**

**Requisite(s):** Permission of Honors Program Director

The Honors thesis is the capstone project for the Honors Program diploma, it is mandatory for all Honors students who must enroll for it in the Fall semester of their Senior year and complete the thesis requirements as per designated schedule over two semesters. Arrange to meet with the Honors Program Director.

**Fulfills General Education Requirement:** HON

**Typically offered:** As Needed

**HON-5998 Honors Thesis II (3 Credits)**

**Requisite(s):** HON-5997 with a grade of B or higher, and Permission of, Honors Program Director

A continuation of HON 5997 the capstone project for the Honors Program diploma, it is mandatory for all Honors students who must enroll for the second part in the Spring semester of their Senior year and complete the thesis requirements as per designated schedule and approval of the Honors Council.

**Fulfills General Education Requirement:** HON

**Typically offered:** Fall and Spring

**HON-5999 Honors Senior Seminar (1 Credit)**

**Requisite(s):** Senior Standing

The senior seminar will provide students guidance in compiling a digital portfolio, identifying and articulating career and personal goals, and offering preparation for life after college.

**Fulfills General Education Requirement:** HON

**Typically offered:** Fall and Spring

## Faculty

### Department Director

Dr. Ian Maloney