



**USC Aiken**  
**Honors Program Handbook**

**2018-2019**



**USC Aiken Honors Program**  
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## **Mission Statement**

Established in 1991 and expanded in 2005, USC Aiken's Honors Program offers academically talented, highly motivated students opportunities for enriched learning experiences both in and outside the classroom. Honors students participate in a unique learning community that enjoys small classes and independent study under the direction of USC Aiken's best teacher-scholars, in a program that cultivates critical thinking, analysis and creative expression. The Honors Program offers students experiences that are interdisciplinary in nature and involve active, engaged learning culminating in a capstone experience.

## **Honors Steering Committee**

Professor Natalia Bowdoin, Library  
Dr. Michael Fowler, Department of Visual and Performing Arts  
Dr. Andrew Geyer, Department of English  
Dr. Chad Leverette, Department of Chemistry and Physics  
Professor Betty Abraham-Settles, School of Nursing  
Dr. Sanela Porca, School of Business Administration  
Dr. Tom Reid, Department of Mathematical Sciences  
Dr. Windy Schweder, School of Education  
Dr. Michelle Vieyra, Department of Biology and Geology  
  
Dr. Michelle Petrie, Director, Department of Sociology

## **Honors Ambassadors**

Morgan Bookstaver (Exercise and Sports Science)  
Lindsey Calhoun (Education)  
Madison (Maddy) Carelock (Biology)  
Melanie Howe (Industrial Process Engineering)  
Drake Jones (Math and Computer Science)  
Allison Swiecki (Biology)

## Honors Program Requirements

To graduate from the USC Aiken Honors program, a student must earn 24-29 hours of Honors Program credits in the following categories:

- **HONS 101 Interdisciplinary Inquiry (3 credit hours): Humanities**  
*The theme of the introductory Honors course, taught by some of our best professors at USCA, varies by year. This course is by special permission only. Honors students will be able to sign up for this class with SSC once permission is given. This course counts as 3 of the 9 credit hours required for the Humanities General Education requirement.*
- **HONS 201 Honors Colloquia (1 credit hour each)**  
Three one-hour Honors short courses are required  
*These short courses are restricted to Honors student participation, and colloquia topics vary each semester. Typically, six colloquia are offered each academic year. Honors students will be able to sign up for these colloquia through SSC once special permission has been given.*
- **Five Honors-Designated “Enriched” Courses**
  - Two honors-designated general education/elective courses are required (6-8 credit hours)  
*Honors students must select two General Education courses that will be Honors enhanced. **Students must discuss their enhanced course preferences with the Honors Director BEFORE speaking with professors of these courses.** The Honors Program will enroll students in an Honors section of these courses after arranging the enhancement with the professor of record.*
  - Two honors-designated courses are required in the student’s major field (6-8 credit hours)  
*Honors students must select two courses in their major field to be Honors enhanced. Once again, **students must communicate their preferences to the Honors Program Director, who will arrange the enhancement with the professor of record and enroll the student in an Honors section of that course.***
  - One honors-designated course (3-4 credit hours) will be the student’s choice. Each Honors student can choose to do his or her fifth enrichment in his or her major or in a general education/elective course.
  - Students who do not submit a request for an enrichment and receive approval by the deadline established by the Honors Program Director may not receive honors credit for the class.
- **Capstone Experience/Project (3 credit hours)**
  - The Capstone Project will be completed in the student’s senior year under the supervision of a faculty member selected by the student. The capstone project requires research, data analysis, and communication of the results of the research or, in the case of the arts, an appropriate creative project.
  - *Students will submit a “Capstone Intent Form” notifying the Honors Director of their intent to complete the Capstone project the following academic year. Typically, this form will be completed and submitted in the second semester of the junior year. In the semester prior to the completion of the Capstone, Honors students must submit a “Capstone Proposal Form” that will be reviewed by the Honors Steering Committee (HSC). This form will provide a complete description of the proposed project for approval by the HSC by **mid-semester** of the semester **before** the student will conduct the project.*
  - If an Honors student’s major already requires a capstone project, that experience may be enhanced and accepted as the Honors capstone project as well.
  - Honors students will be expected to present the results of their projects to their peers and to the Honors Steering Committee members at the annual Research Day in April of each year. December graduates will present their work at a special presentation ceremony that will be held prior to the end of the fall semester.

**All courses applied to honors credit must be passed with a grade of “B” or better, otherwise no Honors credit will be given. Further, should a student earn a “C” or lower on the enrichment project in an Honors enriched course, the student will not receive Honors credit for that course.**

### **Honors Students Receive....**

- Unique learning experiences exclusive to Honors students
- One-on-one classroom experiences with USC Aiken faculty
- Close fellowship and study opportunities with USC Aiken’s best students
- Undergraduate research opportunities
- Potential to receive an Honors scholarship
- Access to a private Honors lounge (with computers, coffee, and free printing!)
- Priority Registration (You will sign up for classes first!)
- Honors Housing
- Special ceremony each year recognizing Honors graduates
- Honors graduate designation on transcript
- Competitive edge when seeking employment or acceptance into graduate/professional schools

### **To Remain in Good Standing....**

- Students accepted into the Honors Program must enroll in HONS 101 during the first year that they are part of the program.
- Honors students **MUST** take at least 3 credit hours of Honors coursework per year to remain in the program.
- Honors students must maintain a USC Aiken cumulative GPA of 3.0 or higher during the first two semesters in the program, a 3.1 or higher the third and fourth semesters, a 3.2 or higher the fifth and sixth semesters, and a 3.3 or higher the seventh and eighth semesters.
- Students who do not meet the grade requirements will be placed on Honors Program probationary status for one semester, and will be dismissed from the program if standards have not been met by the end of the following semester.
- Students may take Honors courses or Honors enhanced courses during the semester they are on probation.
- The Honors Program has carefully selected students that represent the best and brightest of USC Aiken. We expect that our students not only excel in the classroom, but also represent model student behavior by showing personal responsibility in all of their actions throughout their time in the Honors Program. If an Honors student is found to be in violation of the USC Aiken Academic or Non-Academic Code of Conduct, the Honors Steering Committee will consider sanctions/disciplinary actions and/or dismissal from the Honors Program. Any decisions made by the HSC are separate from any sanctions/disciplinary actions administered by the university. It is a privilege to be in the Honors Program; therefore, the Honors Steering Committee has the right, with approval from the

Executive Vice Chancellor for Academic Affairs, to decide on disciplinary sanctions/penalties when instances occur that jeopardize the standards of the Honors Program and/or its resources.

### **Important Dates to Remember (AY 2018-2019)**

- **August 22: Honors Orientation Meeting (B&E 140, 3:30-4:30)**
- August 23: CLASSES BEGIN
- September 3: Labor Day, NO CLASSES
- September 5: Last day to submit Writing Proficiency Portfolio
- **September 14: Last day to request an Honors enrichment**
- **October 16: Honors Dinner with the Chancellor (for new Honors students), 6:00-7:30 pm, Gregg Graniteville Memorial Room**
- **October 15: Midpoint in Semester: deadline for Honors Capstone proposals for spring semester**
- October 18-19: Fall Break, NO CLASSES
- October 31 – Last day to drop/withdraw without a “WF” being recorded.
- November 21-25: Thanksgiving Holidays, NO CLASSES
- December 7: CLASSES END
- **December 7: Honors Fall Capstone Presentations (B&E 140, 3:00-5:00 pm)**
- December 10-14: Final Exams
- December 13: Convocation (6:00 pm, Convocation Center)
- January 14: CLASSES BEGIN
- January 21: Martin Luther King, Jr. Holiday, NO CLASSES
- January 22: - Last day to submit Proficiency Portfolio in Writing
- **February 8: Last day to request an Honors enrichment**
- March 4: Midpoint of Semester
- March 10-17: Spring Break, NO CLASSES
- April 29: CLASSES END (**Capstone Intent Forms due to Dr. Petrie**)

## **AY 2018-2019 Honors Courses**

### **Fall 2018**

#### **HONS 101.001 “Science and the Pursuit of Inquiry” with Professor T. Burrus**

The Greek word γνῶσις (gnosis) and the Latin word scientia (both meaning “knowledge”) supply us with the etymological origins our own English words knowledge and science respectively. Hence, there would appear to be a relation between our own notions of knowledge and science (we may even speak of “scientific knowledge”). Yet, what precisely qualifies as a science or even science more generally? What is the history of science, and how has it evolved? What are the methods, limits, particularities, complexities, and domains of what we call science? What is the value of science? Is it inscrutable and thus subject to a linguistic division of labor wherein only the elite experts engage in its enterprise while others reap its fruit? Can science be evaluated in terms of its pragmatic and progressive utility? Is the pursuit of science subject to ethical analyses: can the methods or ramifications of science be good or evil? This course shall examine these and other questions that pertain to the very nature of the notion of science itself. The objective of this course is to provide students with applied critical inquiry skills and dialectical engagement on the writings of these thinkers and topics as they pertain to a multiplicity of subjects, and to familiarize them with the actual written work of these figures discussed— not merely secondary analyses that have been handed down. This course shall examine the methodologies and relations between several distinct disciplines, including but not limited to biology, chemistry, physics, physiology and anatomy, anthropology, sociology, psychology, psychiatry, geology, astronomy, philosophy, economics, political science, ethics, as well as criminal and medical sciences, and includes the investigation of questions concerning the problems of induction, abduction, and causation.

#### **HONS 201.001 “The Symphonies of Ludwig van Beethoven (1770-1827)” with Dr. W. Strong**

The Symphonies of Ludwig van Beethoven (1770-1827) will lead students to discover and appreciate the artistic beauty of the nine symphonies of perhaps, the greatest composer in the history of western music. Students will listen to the symphonies and discuss the application of elements of music in them, the political and social backgrounds that brought them about, and the impact that the composer’s increasing deafness had on their creation. The class will attend a live performance of a Beethoven symphony, if possible.

### **HONS 201.300 “Non-fiction Graphic Narratives” with Dr. M. Miller**

Comics, and their more advanced, mature cousin graphic novels, are great vehicles for exploring worlds (or “universes”), learning facts, analyzing images, and developing critical thinking skills. Indeed, these graphic narratives can allow students to learn about unfamiliar topics in powerful and effective ways. Graphic narratives depict historical facts and realities in vibrant ways that make them accessible to large audiences. This class will concentrate on non-fictional graphic narratives about real life experiences. Students will collaborate on group graphic narrative projects around their various disciplines. I plan to use graphic novels to model ways to visualize and write about non-fictional topics. Graphic novelizing has the potential to allow real life material to be designed for multiple audiences.

### **Spring 2018**

### **HONS 201.00a “Scientific Illustration” with Dr. A. DeLaurier**

The ability to convey scientific meaning through illustration is a critical requirement of scientists in all fields. Historically, drawing was the only way to convey scientific imagery, and so there is a rich tradition of artwork by scientists dating back to ancient Greek and Roman times. Even with the invention of the microscope in the late 16th century, microscopic images still had to be painstakingly drawn by hand until the invention of the microscope-mounted camera in the mid 20th century. Even today, with digital imagery and programs like Adobe Illustrator, scientists like myself still need to use artistic principles to convey important details of subjects and models of their research in compelling and impactful ways. This course enriches students’ understanding of the history of scientific illustration through the ages, from Galen to modern times, with a practical component where students will engage in instructed illustration exercises using techniques and tools from different eras. Students will not be required to have previous artistic training or abilities, rather the value of illustration comes from the process of detailed observation, which in turn strengthens skills of critical evaluation and comparison of subjects.

### **HONS 201.00b “The World Food Problem” with Dr. N Hancock**

This colloquium will expose students to the issues related to poverty and food security throughout the world. This will include discussion on a number of topics including causes of famine and hunger, the consequences of food insecurity, and possible solutions to these problems. Students will consider the role of agriculture, politics, economics (i.e. microloans), charitable organizations, and the use of technologies including genetically modified organisms (GMO). Students will be asked to use critical thinking to analyze some of the studies addressing the environmental and health consequences of extreme poverty. This will include analysis of the author’s motives, goals, and associations and careful self-evaluation of the students’ own opinions.

**HONS 201.00c “Films of La movida madrileña (The Madrid Movement/The Madrid Scene)” with Dr. T. Ashton**

La movida madrileña (“The Madrid Movement”/The Madrid Scene”) is the famous countercultural movement that took place mainly in Madrid in the late 1970s through the 1980s, during the Spanish Transition to Democracy after Francisco Franco’s death in 1975. The movement coincided with economic growth in Spain and the emergence of a new Spanish identity. This hedonistic cultural wave was born in Madrid, and then rose to popularity in other Spanish cities such as Barcelona, Bilbao and Vigo. It was characterized by freedom of expression, transgression of the taboos imposed by the Franco regime, use of recreational drugs, and the “coming out” of many previously repressed aspects of Spanish culture, and the rise of the Madrid cheli (a street jargon comparable to that of the English cockney culture), and the pasota (indifference to everything) dialects as well as a new spirit of freedom in the streets. This course will explore “the scene” of Madrid which sparked a cultural wave that reflected a transformation in Spain during the late 1970s, following the death of Dictator Francisco Franco after over 35 years of totalitarian rule. Students will reflect on this social phenomenon that introduced multiple voices of a counter-culture primarily through the films (and filmmakers: Colomo, Zulueta, Almodovar, Trueba, Iborra) which have come to famously represent the movement. However, students will also be introduced to, and reflect on fashion designers (Ruiz de la Prada, Piña, Alvarado), artists (Ceespe, Costus, Pérez Villara, Nazario), musicians and music groups (Alaska, Kaka de Luxe, Los Nikis, Tótem, etc.), photographers (Ouku Leele, Miguel Trillo, Pablo Pérez Mínguez, Alberto García Alix) and the famous graffiti artist of la movida known as “Muelle” (Juan Carlos Argüello). Students will develop and practice analytical approaches to the study of culture through film, music, art, fashion, photography, and graffiti art, etc. in order to engage this material critically in discussion and writing. Students will develop skills to evaluate the relevance of cultural history to social and political changes that took place during the Spanish Transition to Democracy and relate these cultural phenomena to the contexts of other countries and cultures. This course will expose students to, and make students familiar with, a survey of the primary cultural works considered representative of the Spanish Transition to Democracy and the famous movida madrileña.

## USC Aiken Honors Students 2018-2019

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|---|--------------------------------------|
| 1. Robert E. Penland Administration Building          | 20. The USC Aiken Convocation Center |
| 2. USC Aiken Children's Center                        | 21. Pacer Crossings Student Housing  |
| 3. Gregg-Graniteville Library                         |                                      |
| 4. Humanities/Social Sciences Building                |                                      |
| 5. Science Building                                   |                                      |
| 6. Pacer Downs Student Housing                        |                                      |
| 7. Pacer Park Field                                   |                                      |
| 8. The Etherredge Center for Fine and Performing Arts |                                      |
| 9. Pickens- Salley House                              |                                      |
| 10. Ruth Patrick Science Education Center             |                                      |
| 11. Business and Education Building/Wellness Center   |                                      |
| 12. Supply and Maintenance Building                   |                                      |
| 13. Student Activities Center/Natatorium              |                                      |
| 14. Baseball Field                                    |                                      |
| 15. University Police Offices                         |                                      |
| 16. Tennis Courts                                     |                                      |
| 17. Alan B. Miller Nursing Building                   |                                      |
| 18. Roberto Hernandez Baseball Stadium                |                                      |
| 19. Pacer Commons Student Housing                     |                                      |