

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

**2019-2020**



**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. Jeremy Culler, Department of Visual and Performing Arts  
Dr. Andrew Geyer, Department of English  
Dr. Gerard Rowe, 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**

Madison (Maddy) Carelock (Biology)  
Melanie Howe (Industrial Process Engineering)  
Drake Jones (Math and Computer Science)  
Ashlyn Freeman (Nursing)

## 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 Scholar Showcase 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. Students may participate in Honors program graduation activities if they are on probation during their last semester, but all students must meet the Honors program requirements in order to graduate from the program. Honors Program completion is on the final transcript for students who successfully meet all of the requirements.
- 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 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 2019-2020)**

- **August 20: Honors Orientation Meeting (B&E 140, 3:00-4:30)**
- August 22: CLASSES BEGIN
- September 2: Labor Day, NO CLASSES
- September 5: Last day to submit Writing Proficiency Portfolio
- **September 14: Last day to request an Honors enrichment**
- **October 14: Midpoint in Semester: deadline for Honors Capstone proposals for spring semester**
- October 10-11: Fall Break, NO CLASSES
- **October 17: Honors Dinner with the Chancellor (for new Honors students),**
- October 31 – Last day to drop/withdraw without a “WF” being recorded.
- November 21-25: Thanksgiving Holidays, NO CLASSES
- December 6: CLASSES END
- **December 6: Honors Fall Capstone Presentations (B&E 140, 3:00-5:00 pm)**
- December 9-13: Final Exams
- December 12: Convocation (6:00 pm, Convocation Center)
- January 13: CLASSES BEGIN
- January 20: Martin Luther King, Jr. Holiday, NO CLASSES
- January 29: - Last day to submit Proficiency Portfolio in Writing
- **February 8: Last day to request an Honors enrichment**
- March 9-13: Spring Break, NO CLASSES
- March 31: 1
- April 27: CLASSES END (Capstone Intent Forms due to Dr. Petrie)
- April 29-May 5: Final Exams (excluding weekend)
- May 6: May Commencement

## **AY 2019-2020 Honors Courses**

### **Fall 2019**

#### **HONS 101.001 “Oral History: Theory and practice” (Professor D. Higbee)**

Students will learn the aims and methods of oral history by preparing for, conducting, editing, and then archiving interviews with local military veterans, especially USCA student veterans. Oral History is itself a multi-disciplinary field that shares in the methods of folklore, journalism, cultural studies, the psychology of memory, and literary narrative. In short, from a methodological standpoint, the goal of oral history is to elucidate the experiences of a select group of people, and these experiences are comprised of subjective feelings and memories. At the same time, these experiences are detailed and narrated by historians who look for trends or points of agreement between interviewees, which then become something we might call facts.

#### **HONS 201.001 “Patriots, Loyalists, and Revolution in New York City, 1775-1776” (Professor B. Georgian)**

Depending on the class size, this course will center around the “playing” of a game, Patriots, Loyalists, and Revolution in New York City, 1775-1776, part of the Reacting to the Past series. Students are assigned a (real) historical character to research and play. Students read relevant secondary and primary source material, develop strategies, and make both impromptu and prepared speeches. Reacting is not re-enacting but reacting: through emersion in an actual historical context, students confront how group identity shapes people’s opportunities and engagement with the world around them, how people access and wield power, the limits on individual human agency, and why historical events turn out the way they do.

#### **HONS 201.300 “Falun Dafa Cultivation and Meditation” (Professor F. Xie)**

This honors course covers the basic concept and practice of cultivation, meditation, and self-improvement culture of the East. The emphasis is to introduce Falun Dafa (aka Falun Gong), an ancient meditation and cultivation practice based on the principles of Truthfulness, Compassion, and Tolerance. The students will learn systematically all five (5) sets of exercises including sitting meditation during the classes. The students will experience first-hand the health benefit of meditation and ways to improve concentration and moral character.

## Spring 2020

### **HONS 201.001 “Molecular Gastronomy” (Professor G. Rowe)**

Cooking is chemistry you can eat! There are many different chemical reactions that we carry out every day in the kitchen. After applying the fundamental chemistry concepts taught in this course to everyday cooking techniques, you will have a better appreciation for the science of ordinary life. Why does bread go stale? Why do onions turn brown as you cook them? Does searing meat really lock the juices in? In addition, by applying chemistry knowledge, renowned chefs around the world have begun to invent new cooking techniques, some of which we will practice in this class. Find out if ice cream tastes better when it's made in 30 seconds with liquid nitrogen. No prior chemistry or culinary training is required to take this class.

### **HONS 201.002 “Western Representation and Grand Tour of Creativity in Italy” (Professor A. Geyer and Professor J. Culler)**

This course includes a fully immersive, cultural, and field experience centered on Orvieto, Italy during the 2020 Maymester. In order to help students explore cultures, life experiences, and worldviews different from their own, the first part of the course will give students broad historical and cultural contexts for the various works of art and literature we will study. Class discussion will center on the historical and cultural elements of the particular region and period depicted in each target work. Each work will be discussed in connection with others with an eye toward charting the historical/cultural/social changes in the respective regions we will visit during Maymester. All of the works of art/literature studied will address issues of human rights, freedom, and power through the eyes of the artists/writers who lived and worked in the regions of Tuscany and Umbria from the Etruscan Period to the present day. Students will engage in an original research project to related to the historical/cultural/social milieu

### **HONS 201.003 “An Informed Citizenry: News Literacy in the Digital Age” (Professor B. Horne)**

This course emphasizes critical thinking in the consumption and analysis of news. In this class, students will explore how we interact with information in a digital environment, and how new models of information consumption affect civil engagement and discourse. Since news consumption is such an important part of our overall information consumption, it makes sense to equip students with the skills necessary to monitor and manage that consumption. In the age of digital news, it is increasingly important for citizens to be able to differentiate between facts, biases, rumors, promotion, and opinions. Students will identify and distinguish between different models of information-seeking behavior, such as information foraging and sensemaking, as well as describe the impact that information need and search motivation have on that behavior. The class will also explore the psychological and technological factors that influence a person's information consumption and access to information in a digital environment.

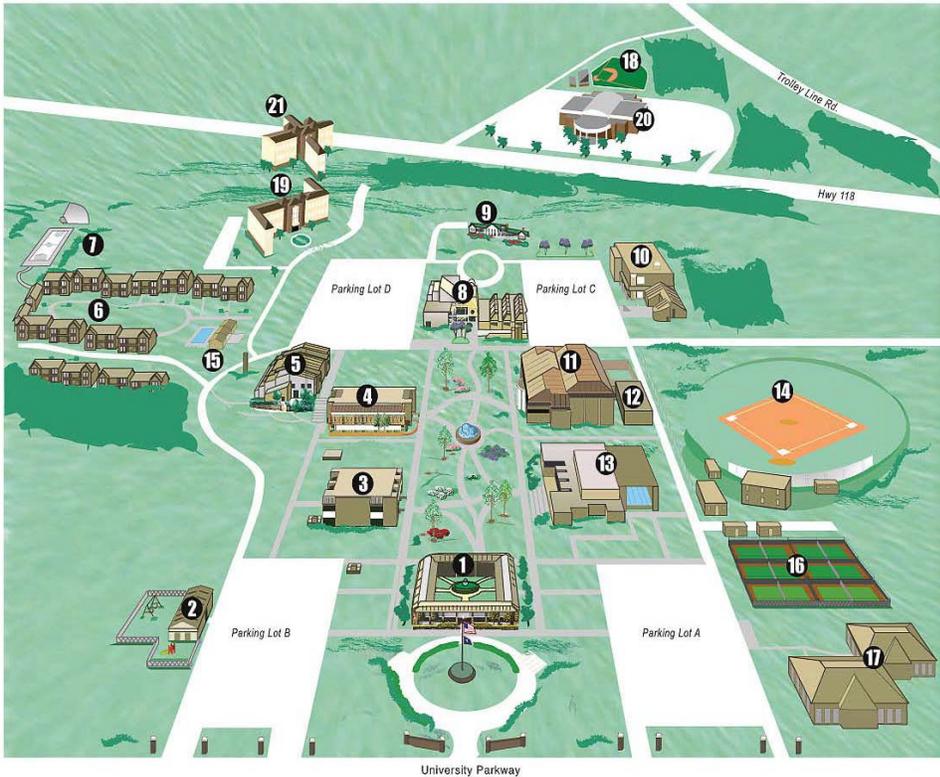
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1. Robert E. Penland Administration Building
2. USC Aiken Children's Center
3. Gregg-Graniteville Library
4. Humanities/Social Sciences Building
5. Science Building
6. Pacer Downs Student Housing
7. Pacer Park Field
8. The Etherredge Center for Fine 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
20. Convocation Center
21. Pacer Crossing