

Honors (HON) Courses – Spring 2026

| Course Number, Title, and Instructor/s | Course Description from Instructor/s | Meeting Time & Place | Attributes |
|---|---|---------------------------|---|
| <p>Special Topics, Interdisciplinary Seminars Accepted for CORE Honors Upper-Division Credits</p> <p><i>All honors students must successfully complete at least 1 section of HON 480 to complete our curriculum before graduating.</i></p> | | | |
| <p>HON 480 – 201 CRN ***</p> <p>DISABILITY STUDIES</p> <p>Megan Marshall Michael Shirzadian</p> <p>(COLA)</p> | <p>This interdisciplinary seminar will explore disability as a socially constructed experience shaped by cultural, historical, and institutional forces. Students will examine how disability has been historically represented across various media, and how these portrayals continue to influence public perception and policy. We will draw on the social model of disability and critical disability studies to illustrate the distinction between impairment and the societal barriers that create disability. Centering the Disability Rights Movement, emphasis will be placed on advocacy, justice, and the leadership of disabled individuals. This seminar is relevant across a wide range of academic disciplines, such as STEM, social sciences, humanities, fine arts, and education, and will encourage students' inclusive thinking and ethical engagement with disability in their academic fields and beyond.</p> | <p>MW 13:00-14:15</p> | <p>Seminar; Honors Curriculum Required Course</p> <p>Accepted CORE Upper Division Credits</p> <p>WRITING INTENSIVEⁱ (intended)</p> |
| <p>HON 480 – 202 CRN ***</p> <p>CLIMATE SCIENCE</p> <p>Kyle Palmquist</p> | <p>This interdisciplinary seminar will focus on global climate change, a pressing environmental issue. We will explore the complexity and uncertainty associated with climate change science and evaluate the challenges that creates for effective communication and action. Students will be exposed to the current scientific consensus on climate change, sources of uncertainty, and the ecological and societal impacts of a warming planet. We will also explore how misinformation and framing of</p> | <p>MW 14:30-15:45</p> | <p>Seminar; Honors Curriculum Required Course</p> |

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| (COS) | climate change by the media complicates public understanding and delay action. Students will discuss primary literature on climate science and science communication and participate in exercises focused on effective communication of climate change. By the end of the semester, students will not only deepen their knowledge of climate science but also develop skills in communicating complex issues to diverse audiences. These skills extend beyond climate change, equipping students to engage with other “wicked problems” in science and society. | | Accepted CORE Upper Division Credits WRITING INTENSIVE ⁱⁱ (intended) |
| HON 480 – 203 CRN *** APPALACHIAN RELIGION Robert Ellison (COLA) | “What is the history of religion(s) in Appalachia—not just white Protestant Christianity, but also the Black church, Judaism, Islam, and other faith traditions?” “What is it like to be part of these traditions (or of no tradition at all) today?” “What is a ‘sermon,’ and how can we study sermons in a public university like Marshall?” Join Dr. Robert Ellison, Associate Professor of English and Director of Marshall’s Center for Sermon Studies, as we seek answers to these questions. We’ll read and talk about what it means to be “Appalachian” and/or “West Virginian”; learn more about the religious traditions present in the region; and read and watch a lot of sermons, with particular emphasis on minority voices: women, Black preachers, LGBTQ+ ministers, rabbis, imams, and even Buddhist monks. Many of those sermons will be “students’ choice,” so you’ll have the opportunity to help determine where the class will go! | TR 09:30-10:45 | Seminar; Honors Curriculum Required Course Accepted CORE Upper Division Credits WRITING INTENSIVE ⁱⁱⁱ (intended) |

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| HON 480 – 204 CRN *** HAMILTON: HIP-HOP MUSE Patricia Proctor (Director of Simon Perry Center of Constitutional Democracy) | More than any founder, Alexander Hamilton imagined the future successes of the United States and feared what could destroy it. Whatever he did, he did it spectacularly, for better or worse: he was a rebel, a patriot, a soldier, a writer, a lawyer, an economist, a creator, a lover, and a fighter; he was loved and hated. He was wise about some things but foolish about others. We will explore Hamilton's story – the quintessential immigrant's story. We will consider why he "walked through time" to inspire Lin-Manuel Miranda to tell his story through hip-hop and other musical genres, making this 18th Century "bad boy" the hottest cultural phenomenon on Broadway for years. We will delve deeply into Hamilton's epic accomplishments and epic failures as we consider Miranda's portrayal of his story in Hamilton: An American Musical, as well as the show's societal impact and its effectiveness in telling Hamilton's story. | TR 11:00-12:15 | Seminar; Honors Curriculum Required Course Accepted CORE Upper Division Credits |
| HON 480 – 205 CRN *** FROM DATA TO ACTION Katelyn Fowler Tammy Collins | This seminar is about building solutions. We'll explore prevention science, a field that connects public health, psychology, and sociology, to address challenges such as substance use, mental health, and community belonging. You'll engage in problem-solving through interactive discussions, simulations, and project-based assignments that let you test ideas and take intellectual risks. Together, we'll analyze real-world data, translate it into accessible stories, and design creative prevention strategies for meaningful impact. Expect a student-centered environment where collaboration and reflection are at the core. You'll practice teamwork, communication, and leadership skills while considering ethical and cultural dimensions of prevention. By the end of the semester, you'll | M 16:00-18:20 | Seminar; Honors Curriculum Required Course Accepted CORE Upper Division Credits |

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| (Marshall University Research Cooperation) | understand the science of prevention and how to transform ideas into action, preparing you to be a thoughtful, innovative problem-solver in your community and beyond | | |
| HON 480 – 206 CRN *** FROM SOIL TO SOCIETY Mike McCarthy (Marshall Health) | <p>This interdisciplinary seminar will explore humanity's 8,000-year relationship with wine. Students will investigate the annual viticultural cycle by which grapes ripen and mature and the winemaking processes that shepherd grape juice through fermentation and into the bottle. Students will also perform sensory evaluation to identify and describe characteristics of wines. Finally, students will examine wine's past, present and future through myriad academic lenses, including science, history and culture, business and economics and philosophy. Assignments will include a multiple-choice midterm akin to an introductory wine certification, a written sensory evaluation of wine, a literary analysis of wine writing, a brief oral presentation about a selected wine region and a final term paper and oral presentation about a wine-related topic selected by the student. Some meetings will be held in downtown Huntington.</p> <p>NOTICE: STUDENTS MUST BE AT LEAST 21 YEARS OLD ON OR BEFORE MONDAY 12 JANUARY 2026 TO BE PERMITTED TO ENROLL (AGE VERIFIED IN STUDENT RECORD)</p> | R 16:00-18:20 | Seminar; Honors Curriculum Required Course Accepted CORE Upper Division Credits |

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| <p>Experiential Learning Courses Accepted for CORE Honors Upper-Division Credits</p> <p><i>One HON 300, One HON 489 in Fall 2025, or Two semesters of HON 490 in sequence [3 total credits earned over two semesters] are counted as CORE upper-division credits in our curriculum—optionally replacing <u>one</u> HON 480.</i></p> | | | |
| <p>HON 490 – 201 CRN</p> <p>TEDxMarshallU Honors Internship</p> <p>Brian Kinghorn (COEPD)</p> <p>PART II of II REQUIRED IN SEQUENCE</p> | <p>The TEDxMarshallU Internship in the Honors College is an opportunity to participate on a student-organized and faculty-mentored organizing/planning team for the TEDxMarshallU event. Students will apply for and be assigned different roles necessary for successfully planning, organizing, promotion, and execution of a TEDxMarshallU event during the 2025-2026 academic year. These roles will include executive producer, event manager, curation coordinator, sponsorships, budgets, purchasing manager, designer, a communications, editorial, and marketing director, and video and production lead. They will also create a personal portfolio of their experiences to pass to the next organizing team and help them see how the internship experience can apply to their career development.</p> | <p>TBA [based on enrolled student schedules]</p> | <p>Experiential Learning</p> <p>Accepted CORE Upper Division Credits</p> |

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| <p align="center">Experiential Learning Courses Accepted for GENERAL Honors Credits</p> <p align="center"><i>These experiential learning courses can only be counted toward completing our required curriculum's General Honors section. *</i></p> | | | |
| HON 300 101 Honors Peer Mentors & Leaders | <p>AS A CONTRACTED (BY APPLICATION) PROJECT FOR STUDENTS WHO HAVE TAKEN HON 300 PREVIOUSLY</p> | TBA | Experiential Learning By PERMISSION of the Dean only |
| HON 301 [on schedule as HON 483] 201 and 202 CRNS Honors Engagement & Outreach Mary Beth Ferda (Honors College) | A mentored experiential-learning course for Honors Ambassadors and Top Scholars. Earn credit while developing leadership and professional communication through recruitment, student support, and community-building. Work is flexible outside class (with brief check-ins and reflective assignments); credit hours align with commitment. <i>This course can be repeated for credit. Contact Mary Beth Ferda, Director of Honors Student Engagement and Community Outreach (marybeth.ferda@marshall.edu).</i> | TBA | Experiential & Collaborative Learning; Counts toward GENERAL Honors credit requirements By PERMISSION of the Director of Honors Student |

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| | | | Engagement & Community Outreach only |
| HON 484 201 Reporter Section CRN [1 credit] 202 Editor Section CRN [2 credits] Honors Oracle News Student-Led with staff advisor | The Honors Oracle is an experiential learning course and the product of student-led effort. Students enroll in HON 484 and, through collaborative peer-mentorship, students in this course learn about journalistic writing, develop interpersonal skills through interviewing at least two sources per story and create publishable work that could be suitable for resumes and portfolios. There are up to 12 Honors Oracle staff members. Most students serve as reporters, while two serve as editors. Editors earn 2-credits per semester, and reporters earn 1-credit per semester. <i>Registration requires contacting the college. This course can be repeated for credit.</i> | TBA [based on enrolled student schedules] | Experiential & Collaborative Learning; Counts toward GENERAL Honors credit requirements |

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The Honors College Curriculum

Requires 24 credits divided across two categories seen below. *As many as 15 credits can be earned through fulfilling other requirements, e.g., General Education (GE) and those of your major college.*

CORE HONORS

A total of **12 credits**, as seen below:

Lower Level Seminars

[6 credits in two required seminars]

- **FYS 100H** – First-Year Seminar. **GE**
- **HON 200** – Second-Year Seminar in *Leadership, Ethics & Civic Engagement*.
> **Spring** semester only; must be completed by end of second year.

Upper Level Seminars & Experiential Learning Courses (EL)

[6 credits in an accepted combination]

- **Require permission** from the college through [Honors Advising](#).
- ALL honors students must complete at least ONE 3-credit section of **HON 480**.
- You may take 3 more credits of HON 300, 480, or 490 to complete the required 6 credit total:
 - **HON 300** – Honors Peer Mentors & Leaders. **EL**
 - **HON 480** – Honors Special Topics
> Taken during your third and/or fourth year after HON 200 is completed. Topics change. See our [website](#) for details.
 - **HON 490** – TEDxMarshallU Internship > Requires TWO consecutive semesters for total of 3 credits & [APPLICATION](#). **EL**

GENERAL HONORS

A total of **12 credits** in any combination of the following:

Departmental Honors-Designated Courses [H]

- Offered by departments to honors students as General Education (**GE**) courses, e.g., ANT 201H. See list each semester: www.marshall.edu/honors/courses/.

Additional Sections of HON 300, HON 480, or HON 490

- Additional sections of these courses are counted as General Honors *when not applied* to Core Honors.

Other Experiential Learning Opportunities (EL)

- **Require permission** from the college.
- **HON 484** – Honors Oracle News (student-led reporting). **EL**
- **HON 301** – Honors Engagement & Outreach. **EL**
- [Study Abroad](#) -- May be substituted up to 6 General Honors credits by contract. **FORMS** required unless earned in the **HC Ireland Program**. **EL**

Contracted and Waived Hours – ALL Require Permission & FORM

- **Require permission** from the college.
- **HON 489** – Honors Internship > Arranged by contract with an approved internship supervisor and faculty mentor. **EL**
- **H-Options** – Arranged through contract with Faculty Mentor to enhance a non-Honors course. *Seek permission to submit form and have proposal approved by Dean.*
- **AP & DC Waiver** – *First semester* appeal to have 3-6 hours of General Honors credits waived if you have earned at least 15 hours of AP or DC college credit in high school.

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ⁱ The Honors College is not in control of the WI (Writing Intensive) designation. It is entirely up to the instructor to ensure that the course can carry the designation. Do NOT depend on it being applied. **We add this information only as an indication of faculty intent.**

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