Advising Notes for Spring Quarter 2017

Honors Courses for Academic Year 2016-2017

AISC:
Fall - English: Literary Inquiry (Ramke)
Winter –Modern Italian Culture (Castagnino); Global Cultural Texts (Gould); Philosophical Approaches to Perception and Reality (Reshotko)
Spring – American History Since 1865 (Philpott); History of Ireland (Kreider)

SISC:
Fall - Economics: Introduction to Micro and Macroeconomics (Yasar)
Winter: no SISC courses offered Winter Quarter
Spring - Public Policy: Hard Choices in Public Policy (Lamm); Introduction to Political Science (Wadsworth); Principles of Sustainability (Trigoso)

SINP – (year-long sequence) Geography: Global Environmental Change I-III (Trigoso, Sullivan, DAniels) – begins Fall quarter
Biology: Individualized Option (BIOL 1011, 1012, 2010) – begins Winter quarter

ASEM:
Fall - Development in Latin America (Ioris)
Winter –Murder in America (Pasko); Diseases in World History (Smith)
Spring – French Revolution (Karlsgodt), Myths of Medieval Encounter (Melleno), American Road Trip (Alfrey)

HSEM:
Fall – Reflection (Taczak); Memories of Atrocity (Gil); Presidential and Other Debates (Alfrey); National Parks: Art and Science (2 sections, Alfrey and Miller)
Winter – Pets, Partners and Pot Roast (Brower); Engaging the Bard I (Alfrey); Ethical Dilemmas in Neurology (Linseman); Society, Place, and Health (Hazen); Returning from Abroad (Miller)
Spring – Engaging the Bard II (Alfrey); Beautiful Investigations (Foust); Migration and Diaspora Narratives (Nwosu)

Honors Program Requirements
To graduate with University Honors, students must meet the requirements detailed on our website http://www.du.edu/honors/curriculum-and-requirements/index.html. These include the minimum 3.5 cumulative GPA upon graduation, the Honors sequence of liberal arts courses, and Distinction in one major.

Honors Natural Science Sequences
We have two natural sciences sequences (SINP), the Geography sequence, Global Environmental Change the Individualized Option in Biology sequence, (BIOL 1010, 1011, and 2010). These are intended for honors students who are not planning on majoring or minoring in a science (with the exception of Geography majors, who should take Honors GEOG). Both are three-quarter, sequences, and need to be taken in sequence. If you plan to major or minor in Biology, you will take the entire Biology Concepts sequence. Students with transfer credit for SINP should complete the sequence with one or two quarters of Honors Geography, which they can begin at any time. Students who have completed their SINP requirement before joining Honors should take one quarter of Honors GEOG.

The Common Curriculum
Honors courses meet common curriculum requirements in AISC, SISC, SINP, WRIT and ASEM. There is no Honors requirement in FOLA or Math (AINP). Please note: the Honors Advanced Seminar (ASEM) should not be confused with the Honors Seminar (HSEM). The former is a 4-credit course that meets a common curriculum requirement; the latter is a 2-credit course, two of which meet an Honors requirement and provide elective hour credit.

Please contact us with questions about Honors requirements. For general questions regarding the common curriculum, contact advising (1-2455 www.du.edu/studentlife/advising) or see the Common Curriculum page on the DU website: www.du.edu/commoncurriculum.

Course Scheduling
You can find our Honors courses in the Course Schedule according to their department. For Spring Quarter, our AISC courses are both in History (American History Since 1865; Irish History); our SINP sequence is in Geography -Global Environmental Change; and we have three SISCs (Political Science, Public Policy, Geography). We have three ASEM (Myths of Medieval Encounter, French Revolution, American Road Trip); and three Honors Seminars (Engaging the Bard; Beautiful Investigations, and Migration and Diaspora Narratives). We also have seven sections of Honors Writing (WRIT 1733), that all first year students should take. Students need junior standing or permission from honors to take the HSEMS and need to have junior standing and to have met all of their common curriculum requirements before they may take an ASEM. Thus it’s a good idea to complete your SISC, SINP and AISC if at all possible during your first or second year.

Registration
Registration for Spring quarter will begin at 8:00 am on Monday, February 13. You can register anywhere you have a computer and internet access.

Honors Courses Winter Quarter 2017
(These can also be found at http://www.du.edu/honors/about/course-offerings.html.)

Advanced Seminar (Writing Intensive):
ASEM 2406-1 (CRN 4545): Myths of Medieval Encounter, Daniel Melleno, 2:00-3:50 TR, Sturm 379
Course Description:
Using three case studies, this course will examine a variety of ways in which medieval and early modern authors shaped the self-image of Europe by casting foreign cultures as other. We will begin in the eighth century and examine interactions between the Carolingian empire and the Scandinavian raiders and traders commonly known as Vikings. From there we will jump forward to the Crusades to look at some of the most well-known encounters between the Latin West and its eastern neighbors. Finally, we will follow the path of European explorers in the early modern period and look at their encounters with worlds and peoples undreamed of.

As we engage with these encounters we will discuss how we can use the texts of the past to understand not just the cultures and peoples they describe, but also the hidden world of the author and the changing face of Europe across the centuries and into the modern world. At the same time, we will actively engage with the question of how we, as modern intellectuals and thinkers, engage with and interpret historical documents and the myths and stories that have come down to us from the past. How do medieval and early modern prejudices continue to impact modern narratives and how do we read critically and carefully to gain a fuller picture of the past and to understand our own world?

Each case study will take approximately 3 weeks and involve readings from both primary and secondary sources. In addition to periodic short writing assignments there will be an ongoing connected writing project which will culminate in a final paper aimed at investigating not only the themes of this course but also your own intellectual journey with these themes and ideas.

ASEM 2423-1 (CRN 4991): American Road Trip, Shawn Alfrey, MW 2:00-3:50, MRB 1
Course Description:
This course will explore a variety of texts and documents that can be described in terms of that cherished part of Americana known as “the road trip.” The idea of a journey is important in all sorts of literary and cultural traditions. As Frederick Jackson Turner told us back in the 19th century, American cultural identity has hinged on the idea of an ever-receding frontier. The class will explore how the road figures as both a promise and a burden, and how it reflects changing social, cultural, philosophical and even technological issues in American life. Texts by Zora Neale Hurston, William Faulkner, Jack Kerouac, Jean Baudrillard, and Cormac McCarthy will be considered. We will also watch a variety of films and explore other types of documents from history, journalism, and popular culture.

ASEM 2661-1 (CRN 4370): The French Revolution, Elizabeth Karlsgodt, TR 8:00-9:50, MRB 1
Course Description:
This Advanced Seminar explores the history of the French Revolution from various perspectives. While grounded in history, it also draws upon cultural, literary, theater, film and gender studies as well as art history. We will learn about the many ways in which the Revolutionary decade of 1789 to 1799 marked a significant break with the French
past – politically, socially and culturally. Yet these changes could not occur without some continuity in social and political institutions. We will reflect upon political, sociological and philosophical questions that make the Revolution relevant today: how do democratic values take root in a traditionally monarchial society? Can these values be exported to societies without democratic traditions? Are liberty and equality compatible? How are nations defined? Can people thrive in a strictly secular – or fundamentalist – society? The Revolution lends itself exceptionally well to this kind of study across humanities and social science disciplines.

**Analytical Inquiry: Society and Culture:**
HIST 1330-1 (CRN 2400): *History of Ireland*, Jodie Kreider, MW 10:00-11:50, Sturm 312

**Course Description:**
In this course we will examine the creation of modern Ireland from the 18th century to the present, including a brief discussion of the Celtic and Medieval periods. Major themes of analysis and discussion will include changing definitions of ‘Irishness’ and its representations, competing questions of identity and national membership and how these influenced the development of various nationalist movement in both the past and the present. Using a variety of secondary articles, primary sources, films and monographs, students in this course will analyze the role of women, gender, violence, emigration, and other social and geographical factors within Irish society, Ireland’s evolution into a modern state, the rise and fall of the Celtic Tiger Economy, and its relationship with the United States, Britain, and the rest of Europe. Students will learn the basic skills of historical inquiry, including a rudimentary knowledge of historiography, the geography of Ireland and the Irish diaspora, and major historical debates. Students will learn to communicate their positions in these debates and answer major questions in written form both formally and informally, as well as verbally in class discussions.

HIST 1530-1 (CRN 4364): *History of the United States Since 1865*, William Philpott, MW 12:00-1:50, TBA

**Course Description:**
From the devastation left by slavery and Civil War, to the dizzying changes brought by globalization in our own time, this course will sweep through the last 150 years of the American experience. We will wrestle with questions like: How did the Industrial Revolution, the Great Depression, two world wars and the Cold War change America, and ordinary Americans’ everyday lives, and what legacies did such events leave for our own day? How have Americans defined and divided themselves—by race, gender, class, or otherwise—and how have such categories shifted over time? Where did we get our political parties and ideologies? Our work habits and habits of play? Our ideas about “big business,” “big government,” “American exceptionalism,” or the “American dream”? Through it all, we will explore how historians make sense of U.S. history, and how we can make it relevant to our own times and our own lives.

**Scientific Inquiry: Nature and Physical World:**
GEOG 1266-1 (CRN 2005): *Global Environmental Change and Sustainability III*, Mike Daniels, MW 12:00-1:30, Boettcher Auditorium 103

**Course Description:**
“Global Environmental Change” is a three-quarter honors course that introduces students to the fundamental processes that govern Earth’s changing physical and biological environments. The first quarter explores the dynamic nature of Earth’s atmosphere including processes that affect weather and climate, the role of energy in the atmosphere and the causes and potential implications of global climate change. The second is devoted to the impacts of global change on the biosphere including topics such as biodiversity, evolution and speciation, and the origins of agriculture. The third quarter of the sequence focuses on terrestrial landscapes and environments, including changes from plate tectonics to human modifications of Earth’s land surface.

Labs for *Global Environmental Change and Sustainability III*:
CRN 2006 — GEOG 1266-2: Mike Daniels, T 12:00-1:50, Boettcher West 16
CRN 2007 — GEOG 1266-3: Mike Daniels, T 2:00-3:50, Boettcher West 16

If accepted for the major or minor sequence in Biology, Chemistry or Physics, AP or IB credit might also satisfy some or all of your honors natural science requirement. Geography majors should take Honors GEOG. Students can also fulfill their Honors natural science requirement by taking full-year sequences starting with the following courses:
BIOL 1010: Concepts in Biology – begins Winter Quarter (1011) a sequence that begins Winter quarter; completion for majors/minors in fall with Cell Structure and Function, 2120; for the Individualized Option with General Ecology, 2010
CHEM 1010: General Chemistry
PHYS 1111: General Physics 1
PHYS 1211: University Physics (which begins Winter quarter; corerequisite Math 1951)

Please note: SINP sequences are named according to respective departments and will not count toward Honors credit. Only the Biology, Chemistry, and Physics sequence numbers listed above can count toward the Honors requirement.

Scientific Inquiry: Society and Culture
PLSC 1610-1 (CRN 4524): Introduction to Political Thought: Power, Liberty, and Justice, Nancy Wadsworth, TR 12:00-1:50, Sturm 233
Course Description:
In the context of political structures, what is state power, what legitimizes it, and can it be exercised justly? Correspondingly, what is citizenship, and what values does it rest on—property ownership? consent to be governed? liberty? equality? gender? virtue? And why should we care about how political thinkers have worked through these subjects?

This course introduces students to the writing of influential political thinkers within the canon of Western political thought to explore different philosophies of human nature, governing, citizenship, power, and resistance. At the heart of the course is an examination of the philosophical foundations of, as well as the ongoing tensions within, what is known as liberal democracy. Along the way, students will be exposed to some competing political philosophies: socialism, anarchism, fascism, environmentalism, and some varieties of nationalism. As students learn to read important texts in political philosophy, you will enhance critical reading and reasoning skills to deconstruct concepts like liberty, community, social contract, individualism, capitalism, the public/private dynamic, inclusion, labor, and hegemony. In the process, you will, I hope, be persuaded that all these “big ideas” are still extremely relevant to our contemporary world in all its complexity.

PPOL 1910-1 (CRN 2036): Hard Choices in Public Policy, Richard Lamm, TR 10:00-11:50, TBA
Course Description:
Hard Choices in Public Policy looks at many of the major public policy dilemmas facing the United States. More than any time in our countries history, problems and solutions involve public policy. The retirement of the Baby Boomers, a financial crisis that includes both a housing crash and a credit crunch, and a public that demands "change." And, no matter what your party affiliation, it’s difficult not to recognize the many public policy issues that need fresh eyes and a new generation’s input. These issues will heavily impact your future. We will study and debate issues such as Affirmative Action, health care, immigration, the criminal justice system, the economy, and entitlement reform, just to name a few. There will be a special emphasis on student input and debate.

GEOG 2511-1 (CRN TBA): Principles of Sustainability, Erika Trigoso, MW 10:00-11:50, Boettcher West 124
Course Description:
Principles of Sustainability introduces students to fundamental issues and concepts of Sustainability. This topic has become a catch phrase in discussions concerning the long-term viability of a number of phenomena, from the environment to the economy. Sustainability is commonly defined as meeting the needs of the current generation without compromising the ability of future generations to meet their needs. Students will be introduced to issues inherent in discussions of sustainability. The major areas of focus include definitions of ecological and environmental sustainability, economic and political sustainability, social justice, and various metrics used to assess sustainable behavior and practices. Students will study the theory, principles and practices of sustainability, and participate in discussion and writing exercises based on lecture and readings.

Honors Writing (WRIT 1733): All First Year Students Should Take WRIT 1733
All Honors students, regardless of incoming credit, are required to take Honors Writing, which is offered only Spring Quarter, during their first year. The two quarter common curriculum writing requirement is met for Honors students with WRIT 1622 (or credit for 1122) in the Winter and WRIT 1733 in Spring. For more information, check the Writing Program website (http://www.du.edu/writing/program.htm). If you have transfer credit for 1133 please contact Shawn to get an override before registration.
WRIT 1733-1 (CRN 1831): Clinic in Writing and the Public Good, Daniel Singer, TR 8:00-9:50, TBA
Course Description:
This pilot Honors Writing course will prepare students to begin contributing to the public good as researcher-writers. Through student-led seminars and roundtables with nonprofit leaders, public advocates, and others, we will develop a sophisticated understanding of what it means to write for the public good, and our central projects will be published freely online for use by others writing to advance public good causes. Highly successful students in this pilot section of Honors Writing will be invited to apply for an undergraduate internship opportunity working on related projects in the fall (and other, more immediate paraprofessional/volunteer opportunities may arise directly from our work in class).

WRIT 1733-2 (CRN 1832): Deep Mapping, Keith Rhodes, TR 8:00-9:50 TBA
Course Description:
You will produce “deep maps” of public or readily accessible private spaces, examining their physical, social, and historical contexts by using a variety of research methods. We will regularly exchange what we discover, both about the places and our research methods. We will also read, enjoy, and analyze articles, stories, and books that work on such projects. Final class projects will be visual models of these spaces, designed and appropriately annotated to present that enriched understanding to public audiences. The final “exam” will be a designed display of these models, in a forum that the class will determine.

WRIT 1733-3 (CRN1833): The Problem of Happiness in Modern America, Jennifer Campbell, MWF 12:00-12:50, TBA
Course Description:
Happiness. The ancient Greeks called it eudaimonia, our founding fathers enshrined its pursuit in the Constitution, and it has become a thriving industry. There has been A LOT of research about mental well-being, and Americans seem obsessed with being “happy,” but many aspects of contemporary American culture are antithetical to the values and practices that support positive emotions and mental health. As a class, we will explore this problem and build research and writing skills through shared texts from multiple research traditions, disciplines, and genres. But because research shows that getting lost in an activity you’re passionate about supports life satisfaction, each student will pursue a quarter-long Passion Project. You’ll apply theories and methods we learn together to study a hobby, activity, or fandom that brings you joy. Then, you’ll share your findings in a long-form, multi-modal article or web-text.

WRIT 1733-4 (CRN 1956): Storytelling through Research, April Chapman-Ludwig, TR 10:00-11:50, TBA
Course Description:
In “Storytelling through Research,” students will work through the genre of documentary to understand how a blending of fact, fiction, and opinion are represented through visual stories. This course will place strong emphasis on linking the research methods of the social sciences and the humanistic concerns of the arts. Students will work as consumers and producers on a topic of their choosing. They will learn about the genre of documentary, explore a research question, (through interview, observation, and archival research), and create a presentation of their research through a 2 minute documentary trailer and a written documentary prospectus.

WRIT 1733-5 (CRN 2060): Cosmic Secrets: Locating Voice at the Intersection of Private Interest and Public Concern, Lauren Picard, TF 12:00-1:50, Sturm 311
Course Description:
We often think of research as a strictly academic endeavor; we encounter research through its formal contributions to general knowledge, its results and findings. We fail to consider its creative potential. Zora Neale Hurston once defined research as “formalized curiosity… poking and prying with a purpose… a seeking that [they] who wishes may know the cosmic secrets of the world.” This section of Honors Writing will adopt Hurston’s view of research to unpack its possibilities. Students will select a topic of personal interest and, using a variety of research methods, explore creative ways to share their findings with the public. This will require you to consider new genres and develop your own unique voice. We will turn to TED Talks, memoirs, podcasts, essays, student work, and best-selling books (like Aziz Ansari’s “Modern Romance”) for inspiration.

WRIT 1733-6 (CRN 2061): Persons, Places, Things, John Tiedemann, TR 2:00-3:50, TBA
Course Description:
One of the great joys — and great challenges — of doing sustained research is the opportunity it presents to discover the full depth, richness, and complexity of one single thing. In this section of WRIT 1733, you’ll do just that, devoting the quarter to researching and writing about the meaning of a single person, place, or thing, in order to create a digital long-form nonfiction text about it. Your digital text may take any of a number of different forms, which you’ll encounter in class via publications such as Grantland, Pitchfork, Longreads, and the New York Times.

WRIT 1733-7 (CRN 2118): *Methods and Strategies of Activist-Scholars*, Megan Kelly, MW 4:00-5:50, Sturm 312  
Course Description:  
In this honors section of WRIT 1733, we will explore the methods, strategies, and practices used by activist-scholars in designing and carrying out community-engaged research projects. We will focus on how to create and sustain inquiry-based projects that are grounded in theories of social justice and that address the important problems of our time. In particular, we will discuss interdisciplinary approaches to researching ecologies and ecosystems, as well as the ethical implications of documentation, representation, and collaboration. Students will complete a quarter-long research project that will be published online and presented to various audiences and stakeholders.

**Honors Seminars**

**HNRS 2400-2 (CRN 3468): Beautiful Investigations**, Graham Foust, W 12:00-1:50, MRB 1  
Course Description:  
This class will investigate why we see—or hear, or smell, or touch, or taste—certain things and decide that they’re for us. We will assume two ideas to be more or less true: one, that people aren’t so stupid as to simply be duped (whether by corporations or by critics) into loving them, and two, that people should take time to investigate their reasons for loving the things they love. In addition to exploring our reasons for loving things, we will explore art’s relation to justice, which is to say the intersection of (or conflict between) what’s aesthetically pleasing and what’s right. We will read books by Elaine Scarry and and Crispin Sartwell; essays by (among others) Peter Schjeldahl, Dave Hickey, Marilynne Robinson, and Greil Marcus; parts of Immanuel Kant’s *Critique of Judgment*; and poems by Wallace Stevens. We will also listen to Van Morrison’s *Astral Weeks* and watch two films: *Bill Cunningham New York* and *The Dancer Upstairs*.

**HNRS 2400-3 (CRN 2688): Engaging the Bard: DU Students and the DPS Shakespeare Festival*, Shawn Alfred, R 3:00-5:00, MRB1 and on site at Carson Elementary School).  
Course Description:  
In this course DU students will work with the students and program of the Denver Public Schools Shakespeare Festival. Originally begun as a way to support DPS efforts in literacy and enrichment, the Festival takes place every May in the Galleria and on the grounds of the Denver Center for Performing Arts. It involves around 5000 DPS students and has been a model for school districts from San Diego to Germany. DU students will work with a group of elementary students as they master a scene and then perform it at the Festival.  
The course is offered both winter and spring quarters to meet the needs of the DPS students, whose semester runs from January through May. Those taking the course in the Winter quarter will choose and edit the scene, help cast students and help students understand the play and block it. Those taking the course in the Spring will see them home, including the actual performance at the Festival. In addition to working with the Carson students, coursework will include readings and discussion regarding Shakespeare’s text, the role of Shakespeare as a focus of cultural value, and the history and purpose of mass education.

**HNRS 2400-4 (CRN 3506): Migration and Diaspora Narratives**, Maik Nwosu, R 12:00-1:50, Sturm 310  
Course Description:  
We will examine the movement and resettlement of people from one locality to another — especially across borders. Focusing on different regions of the world — Africa and the African Diaspora, Europe and America — we will study the nature and consequences of migration from historical, socioeconomic, and literary/artistic perspectives. Because the movement of people includes the relocation of memories, we will closely study migration and diaspora narratives, which provide insights into a contemporary phenomenon that references the earliest history of humanity.

**HNRS 3991-0 (CRN 1467): Honors Independent Study**

For projects under the guidance of DU faculty that you would like to work on for Honors credit, to be approved by the Honors Program.
**Other Course Options**
Completion of common curriculum requirements through AP/IB or transfer credit can also allow you to meet your honors requirements by taking certain approved upper level courses not in your major or minor. Honors Contracts are another option if there is a course you would like to take to fill your honors requirement. The website has information regarding both of these options, and you should contact Keith or Shawn if you are interested in pursuing either of these options.

*Please note: These courses do not satisfy the common curriculum Analytical Inquiry: Society and Culture or Scientific Inquiry: Society and Culture (AHUM or SOCS) requirements. They are intended for students who have already satisfied their AISC or SISC requirement. Students will not get Honors humanities or social sciences credit for these courses in their major or minor without an H-Contract. Students must meet all prerequisites. You must tell Honors that you are taking this course to fulfill Honors Arts & Humanities or Social Science credit before the quarter begins.*