

Advising Notes for Winter Quarter 2016

Honors Courses for Academic Year 2015-2016

AISC:

Fall - English: Literary Inquiry (Ramke); Philosophy: Philosophical Approaches to Perception and Reality (Reshotko)

Winter – Communications: Between Memory and Imagination (Willink); History: War and the Presidency (Schulten)

Spring - English: Global Cultural Texts (Gould)

SISC:

Fall – no honors SISC courses

Winter - Economics: Introduction to Micro and Macroeconomics (Yasar)

Spring - Public Policy: Hard Choices in Public Policy (Lamm); Geography: Principles and Perspectives of Sustainability (Trigoso)

SINP: (year-long sequence)

Geography: Global Environmental Change I-III (Trigoso, Sullivan, Fielding) – begins Fall quarter

Biology: Individualized Option (BIOL 1011, 1012, 2010) – begins Winter quarter

ASEM:

Fall – Diseases in World History (Smith)

Winter – French Revolution (Karlsgodt); Murder in America (Pasko)

Spring – Development in Latin America (Ioris); Culture, Media and Power (Buxton)

HSEM:

Fall – Reflection (Taczak); Science Literacy of the Citizenry (Miller)

Winter – Engaging the Bard I (Alfrey); Mind of a Leader (Loeb); Supporting Student Wellbeing: Theory and Practice (Alfrey)

Spring – Engaging the Bard II (Alfrey); Beautiful Investigations (Foust); Cervantes and the Canon (Leahy)

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 cumulative GPA upon graduation, the Honors sequence of liberal arts courses, and Distinction in the 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 1011, 1012, 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 Winter Quarter these are Communications and History (AISC); Geography -Global Environmental Change (SINP); two ASEM (French

Revolution and Murder in America); and four Honors Seminars (Engaging the Bard I, Pets, Partners and Pot Roast; Student Wellbeing; and Mind of a Leader). Students need junior standing to take the HSEMS but may request permission to take an HSEM earlier. They must 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

Honors students will register on Monday October beginning at 8:00 am. A reminder: Courses reside in particular departments and can best be found by searching the department. Only the Honors Seminars are in the Honors subject category. To determine whether a course is honors or meets common curriculum requirements, you should check the attribute information. If it doesn't include "honors" as attribute it will not count toward honors credit. Likewise, only explicit labels of "Scientific Inquiry: Society," "Scientific Inquiry: Nature," or "Analytical Inquiry: Society" provide credit for those aspects of the common curriculum. Advanced Seminars have their own subject designation.

Honors Courses for Winter 2016

(These can also be found at <http://www.du.edu/honors/about/course-offerings.html>.)

Advanced Seminar (Writing Intensive):

ASEM 2661-1 (CRN 3393): *The French Revolution*, Elizabeth Karlsgodt, WF 8:00-9:50, MRB 1

Course Description:

This course is an interdisciplinary exploration of the French Revolution. While grounded in history, it also draws upon cultural, literary, theater, film and gender studies as well as art history. We 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. We reflect upon political, sociological and philosophical questions that make the Revolution relevant today: how do democratic values take root in a traditionally monarchical 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.

ASEM 2666-1 (CRN 4375): *Murder in America*, Lisa Pasko, TR 10:00-11:50, Sturm 433

Course Description:

Lethal violence in the U.S. is a constant and complex social problem that far exceeds that of other developed nations. As an example, the homicide rate in London is one-tenth of New York City's, while Sydney's homicide rate is less than 5% of what Los Angeles experiences. What is going on in America? Are we "built" for murder and what does that mean? How have homicide rates changed over the decades, and why do we have such an on-going fascination with lethal violence? In order to examine these queries as well as other facets about homicide, this course will cover: (1) the definitions, scope, causes, and historical trends of murder in America over the last century; 2) an in-depth case study investigation into why the murder rate dropped dramatically in New York City in the late 1990s; 3) past and current sociological/cultural, biological, and psychological explanations for lethal violence, including a concentrated look at serial, mass, and spree killers, school shootings, and mothers who kill; 4) crime policies and techniques aimed at reducing lethal violence; and 5) media representations of homicide defendants and victims. Overall, students will think critically about why the U.S. homicide rate is high and what policies can be actualized in order to reduce murder in America.

Analytical Inquiry: Society and Culture:

COMN 2450-1 (CRN 4443): *Between Memory and Imagination*, Kate Willink, R 12:00-3:50, Margery Reed 203

Course Description:

How do our human memories and imaginations give rise to the stories we tell and to the selves that we are becoming? In this course we consider the nature of memory and its relationship to imagination, both in the evolving life of the individual and in the development of the larger group or culture. We regard the self, then, as both singular and collective, fixed and in flux, determined inwardly and shaped by external forces. We look at the relationship of identity to power, and address the question of how re-considering memory and identity might open up new imaginative spaces in global contexts. Specifically, we will consider how shared memories of events and experiences in the past are produced and reproduced through culture and social practices — i.e. through texts and images, objects and sites, rituals and ceremonies, institutions, and the practices of everyday life. We will write

descriptively and critically, drawing on memory and imagination as well as analysis to develop and revise our understandings. In this process we will employ on a range of sources, including texts, visual images and observations.

HIST 1510-1 (CRN 4406): *War and the Presidency*, Susan Schulten, MW 10:00-11:50, Sturm 358

Course Description:

This course examines five wars in American history, and the relationship of those wars to the sitting presidents. Together we explore the reciprocal influence of Abraham Lincoln and the Civil War, Woodrow Wilson and World War One, Franklin Roosevelt and World War Two, and Lyndon Johnson and the Vietnam War. We will pursue questions such as: To what extent were these presidents' reputations enhanced or damaged by their experience with war? Did the presidents control the nation's entry into these wars? What latitude did they have in decision making, and to what extent were they simply responding to circumstances? How did they understand their position, at the time as well as in retrospect? How has the Constitution fared in these four conflicts? More generally, is it useful to compare these cases, or is each so radically different from the others that comparisons are of limited use?

Scientific Inquiry: Nature and Physical World:

GEOG 1265-1 (CRN 2183): *Global Environmental Change and Sustainability II*, Donald Sullivan, MW 12:00-1:30, Sturm 379

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 II*:

CRN 2184— GEOG 1265-2: Donald Sullivan, T 12:00-1:50, Boettcher West 16

CRN 2185 — GEOG 1265-3: Donald Sullivan, 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; prerequisite 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

ECON 1020-3 (CRN 1160): *Micro- and Macroeconomics I*, Yavuz Yasar, TR 12:00-1:50, Sturm 435

Course Description:

This course is an introduction to economics, a social science that studies the workings of the economy. It has developed through argument and debate among economic theorists as well as the development and transformation of actual economic institutions. In that sense it differs from natural science, the subject of which is given and is subject to universally applicable laws. On the other hand, like the other social sciences, economics must recognize the ever-changing nature of economic theories, ideas, and institutions in the workings of the economy, just as the workings of the economy play a role in the formation of economic thought.

For these reasons, an understanding of modern economies and economic theory, even at the introductory level, requires two different but related forms of historical study: economic history (the study of actual economic institutions and relations and their development), and the history of economic thought (the study of the development of economic theory itself). In addition, since the economy is only one element in a complex society, some understanding of its place among the other elements of society is necessary. Thus, it is necessary to study modern economy and economic theory from an interdisciplinary perspective that utilizes explanations from other social sciences such as psychology, sociology, political science, etc. As a result, the course aims to expose students to different lines of thought and different perspectives without suggesting who is right or who is wrong.

Honors Writing (WRIT 1733)

All Honors students 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 in the Winter (which can be waived through AP/IB or transfer credit) and WRIT 1733 in Spring. For more information, check the Writing Program website (<http://www.du.edu/writing/program.htm>).

Honors Seminars

HNRS 2400- 7 (CRN 3557): *Mind of a Leader*, Karen Loeb, W 10:00-11:50, Mary Reed 1

Course Description:

This course is intended to explore advanced topics in Leadership by examining the relation between human development and leadership behaviors that extend beyond a single occupational or professional domain. Howard Gardner's book, *Leading Minds*, will serve as primary text, in which he explores this relationship, as documented in the stories of eleven well-known 20th century leaders. Some of these leaders were direct, some indirect, some innovative, some visionary, some domain-specific, some national leaders. This approach differs from the classical approaches of psychology personality theorists who study leadership behaviors or traits as well as more recent conceptions of transactional and transformational models of leadership which promote a focus on the interactions between leaders and followers. Gardner's model, instead, emphasizes the connection of the minds of leaders and followers through the compelling narratives that leaders convey. In this course, students will also critically examine the applicability of Gardner's model to 21st century leaders who head nations, who work for women's rights in Muslim countries, who campaign on behalf of indigents' rights, etc.

HNRS 2400-4 (CRN 3533): *Engaging the Bard I: DU Students and the DPS Shakespeare Festival*, Shawn Alfrey, R, roughly 3:00-5:00, MRB 1 and on site at Carson Elementary School. This course has a community engagement component and requires your ability to get to the school in time for our class. We generally have no trouble with carpooling. Please contact me with any and all questions!

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 2400-6 (CRN 3534): *Supporting Student Wellbeing: Theory and Practice*, Shawn Alfrey, T 2-3:50, MRB 1

Course Description:

Both popular media and scholarly work suggest that college student wellbeing is increasingly precarious, and that difficulties related to situational stressors and mood disorders affect an increasing number of college students. In collaboration with MIND, the Health and Counselling Center, and experts from the Anschutz medical campus, this class will explore why that might be and how best to address these issues and support students in crisis. The class will consider texts from a variety of disciplines in order to understand the historical attitudes and social and somatic elements that impact wellbeing. From theory we will move to practice, as students train to participate in a new

program here at DU to provide student support. This class has a community engagement component, and is meant especially for students who would like to continue with peer support and counselling. Coursework will include readings, written responses, development of a targeted research question, and completion of the training program.

HNRS 3991-0 (CRN 1495), 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. **Honors Contracts require approval before registration.**

*Please note: These courses do not necessarily 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.*

Check <http://www.du.edu/honors/curriculum-and-requirements/Pre-ApprovedUpperLevelCoursesforHonorsCreditinAISCandSISC.htm> for updates.