Advising Notes for Winter 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 – American History Since 1865 (Philpott); History of Ireland (Kreider)

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 - Development in Latin America (Ioris)
Winter –Murder in America (Pasko); Diseases in World History (Smith)
Spring – French Revolution (Karlsgodt)

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 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 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
In order to engage this issue, we will look at the philosophical explorations of a number of historical figures in the Western Philosophical Tradition.

Disease is, after all, a constant in human experience; whether in the days of the Buddha in sixth-century Bologna. And the kinds of diseases that most impact people around the globe have changed significantly over the course of history. What’s more, every so often disease comes to the fore in world history, moving from backdrop to center stage: during the Black Death of the fourteenth century, for example, or at the moment when smallpox was eradicated in the late 1970s. All of these phenomena deserve, and have sometimes received, historians’ attention. In this class, we will spend a lot of time thinking and talking about the ways in which historians have written about these topics, and what the major points of debate are – in other words, we’ll be engaged in historiography. By the end of the semester, students will not only have a better understanding of disease in the past, but will also be able to critique how historians have written about this important topic.

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 ongoing 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:
PHIL 2260-1 (CRN 4283): Philosophical Perspectives on Perception and Reality, Naomi Reshotko, TF 12:00-1:50, Sturm 490
Course Description:
In this class we will concern ourselves with the theoretical hypothesis that our perceptions match up with, and therefore give us information about, an external and independent reality (what we call “the physical world”). In order to engage this issue, we will look at the philosophical explorations of a number of historical figures in the Western Philosophical Tradition.
ENGL 2544-1 (CRN 4260): *Globalization and Cultural Texts*, Eric Gould, TR 2:00-3:50, Sturm 333

Course Description:
This course combines fiction and film from India, South Africa, and Japan with readings in sociological and other theories of globalization. We focus on the impact of globalization on cultural texts, examining how they deal with postcolonial identity, the morally ambiguous effects of Westernization and modernization, and the way cultural hybridity complicates nationalism and internationalism.

ITAL 2201-1 (CRN 4359): *20th Century Italian History and Culture*, Angelo Castagnino, WF 12:00-1:50, Margery Reed 019

Course Description:
This Honors course fulfills part of the Common Curriculum's “Ways of Knowing: Analytical Inquiry: Society and Culture” requirement. Students will demonstrate the ability to create or interpret the texts, ideas or artifacts of human culture; identify and analyze the connections between the texts, ideas or cultural artifacts and the human experience and/or perception of the world. This course provides a historical and cultural approach to 20th-Century Italy. Students will engage with diverse representations of historical events in fiction: literary, cinematographic, theatrical, poetic and musical. Each week a new decade will be discussed in a historical context and supplemented with cultural artifacts that are either centered on the decade in question, or produced during this period. Students will refine their critical reading and writing skills, as well as substantially develop their argumentative skills.

**Scientific Inquiry: Nature and Physical World:**

GEOG 1265-1 (CRN 2018): *Global Environmental Change and Sustainability II*, Donald Sullivan, MW 12:00-1:30, Sturm 287

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 I*:
CRN 2019 — GEOG 1265-2: Donald Sullivan, T 12:00-1:50, Boettcher West 16
CRN 2020 — 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 I
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**

There are no Honors SISC courses scheduled for Winter quarter

**Honors Writing (WRIT 1733)**

Students with AP/IB or transfer credit that satisfies the WRIT 1122 requirement have no honors writing requirement for Winter Quarter. Otherwise they should take WRIT 1622. 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).

Honors Seminars

HNRS 2400-1 (CRN 4563): Pets, Partners, or Pot Roast, Gary Brower, W 2:00-3:50, MRB 1

Course Description:
“Fish are friends, not food” is the mantra of Bruce the Shark’s 12-step program in Finding Nemo. He wants to counter the impression that sharks are just “mindless eating machines”. Are humans simply “mindless ‘eating’ machines?” “Pets, Partners or Pot-Roast?” seeks to address this question. This is not a course about vegetarianism. Nor is it about animal rights, per se. It is about human morality and ethics. It is an opportunity to engage the question of whether or not humans are simply mindless consumers, users, or abusers, of animals—the emphasis on “mindless”. More specifically, it is engaging in a conversation about moral consistency and ethical consistency . . . or inconsistency, as the case may be. The world’s religious traditions, and the disciplines of philosophy and science will form the backdrop as we consider issues such as: wildlife and the environment, animals in research, service animals, animals as livestock, animals as pets, and animals as food. Throughout the course we will be asking the questions of “WHERE do we draw the line” on certain issues (e.g., which animals have souls; when is research on animals permissible; how much should we spend on Fido’s health, etc.), as well as “HOW do we draw that line”—that is, what informs our decision-making (‘public good’, logic, science, personal morality, religion, etc.), especially as different authorities provide, and advocate for, contradictory positions?

HNRS 2400-3 (CRN 3579), Ethical Dilemmas in Neurology, Daniel Linseman, T 10:00-11:50, Mary Reed 1

Course Description:
This course will focus initially on the history of therapeutic approaches to neurological diseases including mitochondrial disorders, psychiatric and psychological disorders, and neurodegenerative diseases. We will then transition into a review of current cutting edge therapies for these disorders with a particular emphasis on ethically charged approaches such as mitochondrial donors, stem cells, and cloning. Students will read primary research papers and scientific review articles which will be thoroughly discussed in class. They will also participate in frequent small group exercises focused on discussing the ethics behind these cutting edge therapies. In addition, students will each write a comprehensive term paper on a topic of their choice from those discussed in class. In fitting with the overall theme of “self and identity”, this course will reflect on the genetic basis of one’s self and how one’s genetic “identity” can be manipulated to treat neurological disorders.

HNRS 2400-4 (CRN 2920), Engaging the Bard: DU Students and the DPS Shakespeare Festival, Alfrey, R 3:00-5:00, MRB1 and on site at Carson Elementary School). This course has a service learning component

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 2400-5 (CRN TBA), Returning from Abroad, Keith Miller, more information coming soon

HNRS 2400-7 (CRN 2932): Society, Place, and Health, Helen Hazen, Mary Reed 1, M 12:00-1:50

Course Description:
This seminar will expose students to a variety of topics on the cutting edge of health geography. Focusing on critical approaches to health, we will explore how the social environment and place are strong influences on health and
healthcare. Major themes that we will explore throughout the course include culture, identity, power, and sense of place. Individual class sessions will explore particular topics that include critical approaches to health, including geographies of care, gender and health, and geographies of (dis)ability.

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.