Advising Notes for Fall Quarter 2015

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)
Spring - English: Global Cultural Texts (Gould); History: War and the Presidency (Schulten)

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 – Pets, Partners and Pot Roast (Brower); Engaging the Bard I (Alfrey); Mind of a Leader (Loeb); Cervantes and the Canon (Leahy)
Spring – Engaging the Bard II (Alfrey); Beautiful Investigations (Foust)

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 Fall Quarter these are English and History (AISC); Geography - Global Environmental Change (SINP); one ASEM (Diseases in World History); and two Honors Seminars (Reflection and Contemplation; and The Scientific Literacy of the Citizenry).
Students need junior standing 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**

New Honors students will register on Thursday September 10 at 9:15 in Anderson Academic Commons. A reminder: Courses reside in particular departments and will be listed according to their department in the Subject box. If you don’t know which department our Honors courses are in, you should highlight “All” in the subject box and “Honors” in the attribute box. Among the courses that appear, look to the attribute line beneath them for “honors” and either “Scientific Inquiry: Society,” “Scientific Inquiry: Nature,” or “Analytical Inquiry: Society.” These will indicate for which element of the Common Curriculum (formerly NATS, SOCS, or AHUM, respectively) they provide credit. Advanced Seminars have their own Subject box.

**Honors Courses Fall Quarter 2015**

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

**Advanced Seminar (Writing Intensive):**

ASEM 2615-1 (CRN 4528): *Disease in World History*, Hilary Smith, TR 8:00-9:50, Sturm 310

**Course Description:**

Sometimes historians treat disease as part of the backdrop against which Truly Important Historical Events play out. Disease is, after all, a constant in human experience; whether in the days of the Buddha in sixth-century-BC South Asia or our own time and place, people have suffered the pain, indignity, and fear that it brings to individual lives. But some things about disease have not remained constant. For example, twenty-first-century DU students have a very different understanding of what disease is and how to appropriately deal with it than did, say, medical students in sixteenth-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.

**Analytical Inquiry: Society and Culture:**

ENGL 1110-1 (CRN 4591): *Literary Inquiry*, Bin Ramke, MW 10:00-11:50, Mary Reed 1

**Course Description:**

Look up the word “pastoral” and you are likely to find yourself among theology school syllabi—courses on the care of the soul. Next you might be negotiating among Latin poems, then eventually you settle into an array of British poems and the occasional American ecologically-minded discussion of the virtues of wilderness. All of this is relevant, but not sufficiently descriptive of what this course is about. The term “pastoral” refers to an ancient literary form, primarily poetic, and it refers as well to content—descriptions of the rural with an implicit contrast to the urban. And there is a skeptical use of the term as pejorative; often in contemporary usage “pastoral” implies a failure to see current conditions, needs, and dangers. We will consider political, psychological, aesthetic, and historical uses of the term so we might come to understand how the binary oppositions of country and city have been contrasted and used to various purposes over time. But notice also the book list—we will examine pastoral in its absence, by examining the imagined and the real authority of *The City*.

PHIL 2260-1 (CRN 4461): *Philosophical Perspectives on Perception and Reality*, Naomi Reshotko, TF 12:00-1:50, Sturm 233

**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.

**Scientific Inquiry: Nature and Physical World:**
GEOG 1264-1 (CRN 2228): Global Environmental Change and Sustainability I, Erica Trigoso, 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 I:
CRN 2239 — GEOG 1264-2: Erika Trigoso, T 12:00-1:50, Boettcher West 16
CRN 2230 — GEOG 1264-3: Erika Trigoso, TR 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

There are no honors sections of SISC courses Fall quarter.

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 2400-1 (CRN 1530): Reflection and Contemplation, Kara Taczk, Mary Reed 1, T 2:00-3:50

Course Description:
Reflection is a practice that most, if not all disciplines, take up, but they all do so in different and interesting ways. Some of the ways that reflection has been defined and practiced within higher education include the following definitions: the pausing and scanning of one’s work (Pianko, 1979) to meditation (Moffett, 1982) to the reframing of a problem through reflection-in-action (Schon, 1983) to changing and transforming (Berthoff, 1990) to helping students become active agents in their own education (Yancey, 1998) to silence (Belenoff, 2001) to asking students to examine their own beliefs alongside their classmates (Sommers, 2011). In other words, reflection is a very diverse topic, but one that can offer innovative ways to think, assess, and evaluate your learning practices. This course will examine the practices and styles of reflection through different disciplines to learn how reflection can be both a practice in critical thinking and a practice in creative thinking.

HNRS 2400-3 (CRN 4652), Scientific Literacy of the Citizenry, Keith Miller, R 2:00-3:50, Mary Reed 1

Course Description:
Our society is becoming increasingly dependent on science and technology; cellphones, computers, and tablets connect individuals to each other effortlessly across cities, countries, and the world. Yet increasingly, a fundamental understanding of science and technology, and what it means to “do” science, is waning. Many scientists and engineers claim a crisis in science literacy is not looming; it is here! But are they correct? The increase in technology has also facilitated an increase in the participation of citizens in science. This “citizen science” movement is gaining popularity with citizens contributing to a variety of experimental studies including protein folding, climate change, and migratory patterns of birds and butterflies. In this Honors Seminar, we will explore the discourse and activities related to the topics of science literacy and citizen science. We will first start with a discussion on cultural literacy, and what it means to be “culturally literate”. Then, we will move into the science literacy and impact of citizen science on the science research community. As part of our discussion surrounding these topics, we will study informal science learning and how it impacts citizens of all ages. We will then explore the “practice of science”, and as a group, work directly with a local city library to develop library programming in specific areas of science for citizens of all ages; however, our priority will be focused primarily on children (ECE-5) and their parents.

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 George 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.

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