

Advising Notes for Fall Quarter 2016

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 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, Fielding) – begins Fall quarter

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

ASEM:

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); Migration and Diaspora Narratives (Nwosu); Ethical Dilemmas in Neurology (Linseman); Society, Place, and Health (Hazen)

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 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 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

Registration will be Thursday September 8 beginning at 8:45 in Anderson Academic Commons. All students should bring their laptops.

Honors Courses Fall Quarter 2016

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

Advanced Seminar (Writing Intensive):

ASEM 26675-1 (CRN 3773): *Development in Latin America*, Rafael Ioris, TR 4:00-5:50, Sturm 312

This is a writing-intensive interdisciplinary advanced seminar course centered on examining the protracted efforts made by several countries in the Latin America in order to promote different projects of economic and political development. The course is designed to students of various fields and disciplines (such as Political Science, History, Sociology, Anthropology, International Relations, Business, Economics, etc.) who commonly share an interest in studying the theme of national development and in seeking a better understanding of the problems, challenges, and alternatives for social improvement in the Latin American region and/or in developing societies in general.

Among other topics, we will analyze the incorporation of Latin American countries into the international economy and the consolidation of its local oligarchic regimes (*circa* 1880s to 1930s); the importance of populism and elite pacts (of the 1940s and 1950s) for the promotion of industrial programs; the process of radicalization of the left, the democratic breakdowns and the ensuing military rule (of the mid-1960s and 1970s); the transitions to democratic rule (1980s); the implementation of market-oriented reforms (1990s); and the current challenges for democratic consolidation, social equality, and poverty alleviation.

Our central goal is to understand whether these various projects represented in any way as process of change, innovation, and social inclusion in the historical evolution of Latin American or whether the path of historical continuity and economic exclusion was the norm of development promotion in the region.

Analytical Inquiry: Society and Culture:

ENGL 1110-1 (CRN 3358): *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.

Scientific Inquiry: Nature and Physical World:

GEOG 1264-1 (CRN 2075): *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 2076— GEOG 1264-2: Erika Trigos, T 12:00-1:50, Boettcher West 16

CRN 2077 — GEOG 1264-3: Erika Trigos, 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; 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 1020-2 (CRN 1009): Introduction to Micro- and Macroeconomics I: History and Theories, Yavuz Yasar, MW 12-1:50, Sturm 251

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.

On the basis of this understanding, the course is designed to provide an overview of the evolution of economic institutions and ideas from a historical and critical point of view. In this course, students will acquire basic tools to understand what economics is all about, why the current economic system (i.e., capitalism) is different than previous ones, how it works, and how thinkers have understood and interpreted it so far. Ultimately, this course aims to help students to understand current social and economic issues from a broad and critical perspective.

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 1451): *Reflection and Contemplation*, Kara Taczak, Mary Reed 1, W 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 (Belanoff, 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 2400-2 (CRN 4979): Presidential and Other Debates, Shawn Alfrey, Mary Reed 1, W 12:00-1:50

Course Description:

Debate has a long and sometimes glorious tradition in the United States. In this class we'll explore some watershed moments in the history of American political debate and work to understand their role in what Jurgen Habermas has termed, the "public sphere." How do these debates relate to or shape our political and popular culture, and how have they changed in response to both the expansion of the franchise and the developments of technology? The debates from this year's election will of course be included in our analysis and we will work to place them in the trajectory from American beginnings into the 21st century.

HNRS 2400-3 (CRN 2939), *Memories of Atrocity*, Lydia Gil, T 12:00-1:50, Mary Reed 1

Course Description:

This course explores the representation of violence, repression and disappearance in the post-dictatorship literature of Chile, Argentina and Uruguay. Students will examine literary testimony in a variety of genres: narrative, poetry, and film, and juridical testimony, specifically from the recent trials in Argentina. We will discuss the role of memory in reconstructing discourses; the juridical and historiographic challenges of testimonial writing; and the consideration of genocide as a social practice. No knowledge of Spanish is required or expected. However, students with a good reading knowledge of Spanish are welcome to read all texts in the original.

HNRS 2400-4 (CRN 5208, Alfrey, T 3:00-4:50, MRB1), "The National Parks: Explorations in Creativity, Culture, and Science." *First year students only*

Course Description:

The National Park Service is this year celebrating 100 years since it began with the purpose to ensure that America's national parks be left "unimpaired for the enjoyment of future generations." In this class we'll explore the development of this effort – the creative expression inspired by and inspiring it; the political and social issues informing it; and some of the scientific efforts at managing it. Hailed as "America's best idea," we'll look at some of the ongoing and emerging issues faced by our national parks as they work to remain healthy and relevant through the 21st Century.

HNRS 2400-5 (CRN 5209, Miller, W 3:00-4:50, MRB 21), "The National Parks: Explorations in Creativity, Culture, and Science." *First year students only*

Course Description:

The National Park Service is this year celebrating 100 years since it began with the purpose to ensure that America's national parks be left "unimpaired for the enjoyment of future generations." In this class we'll explore the development of this effort – the creative expression inspired by and inspiring it; the political and social issues informing it; and some of the scientific efforts at managing it. Hailed as "America's best idea," we'll look at some of the ongoing and emerging issues faced by our national parks as they work to remain healthy and relevant through the 21st Century.

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.

*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.*