

## Advising Notes for Fall Quarter 2017

### Honors Courses for Academic Year 2017-2018

#### AISC:

Fall - English: Literary Inquiry (Ramke); History: Immigrant Voices (Goodfriend); Acting I (Penner)  
Winter –Global Cultural Texts (Gould); Philosophical Approaches to Perception and Reality (Reshotko)  
Spring – course on Latin American culture, TBA (Keff)

#### SISC:

Fall - Economics: Introduction to Micro and Macroeconomics (Yasar)  
Winter: no SISC courses offered Winter Quarter  
Spring - Principles of Sustainability (Trigoso); Hard Choices in Public Policy (Caldwell)  
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 - Diseases in World History (Smith); American Material Culture (Clark)  
Winter – Myths of Medieval Encounter, Melleno; Murder in America (Pasko);  
Spring – French Revolution (Campbell); American Road Trip (Alfrey)

#### HSEM:

Fall – Reflection (Taczak); Society, Place, and Health (Hazen); The National Parks: Art and Science (2 sections, Alfrey, 2 sections and Miller)  
Winter –Engaging the Bard I (Alfrey); Migration and Diaspora Narratives (Nwosu); Che Guevara, (Taylor); Returning from Abroad (Miller); Mind of a Leader (Loeb)  
Spring – Engaging the Bard II (Alfrey); Cervantes and the Canon (Leahy); Ethical Dilemmas in Neurology (Linseman)

### 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](http://www.du.edu/studentlife/advising)) or see the Common Curriculum page on the DU website: [www.du.edu/commoncurriculum](http://www.du.edu/commoncurriculum).

### Course Scheduling

You can find our Honors courses in the Course Schedule according to their department. For Fall Quarter, our AISC courses are in English (Literary Inquiry), History (Immigrant Voices), and Theatre (Page to Stage); our SINP sequence is in Geography -Global Environmental Change; and we have one SISC (Economics). We have one

ASEM (Diseases in World History); and four Honors Seminars, two for upper class students and two for first years – Reflection and Society, Place, and Health for those with junior standing; and The National Parks for first year students not in PLP or an LLC. Students must have junior standing and have met all of your common curriculum requirements before you 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 Fall quarter will begin at 8:00 am on Monday, May 15. You can register anywhere you have a computer and internet access.

### **Honors Courses Fall Quarter 2017**

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

#### **Advanced Seminar (Writing Intensive):**

ASEM 2449-1 (CRN 4404): *American Material Culture*, Bonnie Clark, TR 12:00-1:50, Shwayder 118

Course Description:

The aim of the class is to engender a richer understanding of everyday life in the United States, both in the past and the present. Material culture, approached as an informant, is the point of entry into this understanding. The material culture around which the course centers is broadly defined and includes settlement structure, architecture, domestic artifacts, art, foodways, and trash disposal. These phenomena are investigated telescopically, as a way to view national structures and trends and microscopically, to focus on individual actions and lives.

ASEM 2615-1 (CRN 4366): *Disease in World History*, Hilary Smith, TF 8:00-9:50, Sturm 376

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 1110-2 (CRN 3093): *Literary Inquiry*, Bin Ramke, MW 10:00-11:50, MRB 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.

HIST 1520-1 (CRN 2539): *Immigrant Voices*, Joyce Goodfriend, WF 10:00-11:50, Ruffatto Hall 408

Course Description:

Immigration to the United States currently is sparking heated debates among Americans. This course will offer students much-needed historical perspective on the evolution of American immigration policy as well as immigrants' responses to the barriers they encountered as they sought to redefine themselves in 20<sup>th</sup>-century America. The course will focus on critical issues in immigrant history by means of case studies of the experiences of four selected groups. Our texts will be autobiographical documents penned by members of these groups supplemented by a few journal articles and/or book chapters that provide historical context. The first case study comes from the era of unrestricted immigration prior to World War I and concerns Eastern European Jews subject to discrimination and pressures to assimilate to American cultural norms. The problem of illegal immigrants is the focus of the second case study which looks at Chinese immigrants who, having been barred from the United States since the passage of the Chinese Exclusion Act in 1882, were forced to enter the country as "paper sons." Despite their patriotism during World War II, they were singled out for persecution in the aftermath of the Communist Revolution in China in 1949. The third case study is that of Japanese immigrant families who were placed in internment camps following Pearl Harbor. We will discuss the constitutional issue raised by the incarceration of American-born Japanese who were citizens by birth and the eventual recognition of the injustice done in the 1980s when the United States government granted reparations to survivors of the internment camps. The final case study deals with refugees, specifically Cubans who fled their homeland after Castro's Communist revolution. This case study will highlight the particular problems of people who come to the United States under duress and the inner turmoil they face in making the transition from exiles to immigrants.

THEA 2870-1 (CRN 2268), Acting I, Anne Penner, MWF 10:00-11:50, JMAC 104

The main goal is to fill your proverbial "actor's toolbox" with as many tools as possible, as well as to help you choose those tools carefully and utilize them with confidence and ease. Another goal is to aid you in seeing the architecture of a play's text: the playwright's construction of character, relationship, objectives, given circumstances, environment, beats and playable actions. I also want to encourage you to experiment with the quieter, subtler aspects of acting: empathy, vulnerability, listening, and observation. I want you to locate the balance between analytical homework (the "action" mentioned in the first quote above) and spontaneous, surprising improvisation (the "moment"). I want you to hold onto the idea that acting is doing, and that thinking and feeling are lovely by-products of the doing. To accomplish all this, I hope and expect that we will collaboratively establish a safe, empathic, and playful work environment.

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

GEOG 1264-1 (CRN 2031): *Global Environmental Change and Sustainability I*, Erika 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 III*:

CRN 2032— GEOG 1264-2: Erika Trigoso, T 12:00-1:50, Boettcher West 16

CRN 2033 — GEOG 1264-3: Erika Trigoso, 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; 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 10:00-11:50, 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, 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 spring registration.*

### **Honors Seminars**

HNRS 2400-1 (CRN 1435): *Reflection and Contemplation*, Kara Taczak, Mary Reed 21, 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 3799), *First year students only.*

*The National Parks: Explorations in Creativity, Culture, and Science*, Shawn Alfrey, W 12:00-1:50, MRB 1

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 21<sup>st</sup> Century.

HNRS 2400-3 (CRN 2797), *First year students only.*

*The National Parks: Explorations in Creativity, Culture, and Science*, Keith Miller, T 12:00-1:50, MRB 1

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 21<sup>st</sup> Century.

HNRS 2400-4 (CRN 3982), *First year students only.*

*The National Parks: Explorations in Creativity, Culture, and Science*, Shawn Alfrey, T 3:00-4:50, MRB 1

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 21<sup>st</sup> Century.

HNRS 2400-5 (CRN 3983), *First year students only.*

*The National Parks: Explorations in Creativity, Culture, and Science*, Keith Miller, W 3:00-4:50, MRB 1

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 21<sup>st</sup> Century.

HNRS 2400-6 (CRN 4784): *Society, Place, and Health*, Helen Hazen, M 12-1:50, Mary Reed 1

Geographic approaches to health offer a unique way to approach public health and wellness issues, focusing on the importance of space and place in health and disease. This seminar focuses on emerging critical approaches to health that emphasize how a nuanced reading of place and the social environment are essential to improving our understanding of 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 sub-themes of health geography that include critical approaches to health, including geographies of care, gender and health, and geographies of (dis)ability.

Using a seminar format, students will be actively involved in both class discussion and the preparation and leading of one class session. The class emphasizes the application of theoretical approaches from health geography to topics of current concern, including those identified by students themselves.

HNRS 3991-0 (CRN 1379): Honors Independent Study. Contact Shawn with questions.

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.*