Advising Notes for Fall Quarter 2018

Honors Courses for Academic Year 2018-2019

AISC (The Humanities: English, History, Philosophy, Theatre, Art, Music, Religious Studies, sometimes Communications):
Fall – no AISC courses offered
Winter – English: Literary Inquiry (Ramke); Philosophy: Philosophical Approaches to Perception and Reality (Reshotko); History: War and the Presidency (Schulten)
Spring – History: American Immigrant Voices (Goodfriend); English: Global Cultural Texts (Gould)

SISC (Social Sciences: Anthropology, Psychology, Sociology/Criminology, Political Science, Economics, Public Policy, sometimes Communications):
Fall - Economics: Introduction to Micro and Macroeconomics (Urquhart)
Winter: no SISC courses offered Winter Quarter
Spring - Principles of Sustainability (Trigoso); Hard Choices in Public Policy (Salucci)

SINP – (year-long sequence in a Natural Science: Geography, Biology, Chemistry, Physics)
Geography: Global Environmental Change I-III (Trigoso, Lavanchy, Daniels) – begins Fall quarter
Biology: Individualized Option (BIOL 1011, 1012, 2010) – begins Winter quarter

ASEM (Advanced Seminar: Culminating Common Curriculum Requirement):
Fall - Diseases in World History (Smith)
Winter – Murder in America (Pasko)
Spring – Myths of Medieval Encounter (Melleno); American Road Trip (Alfrey)

HSEM (Honors Seminar: upper level Honors Program electives):
Fall – The National Parks: Art and Science (2 sections Alfrey, 2 sections Miller); Leading in Honors (Miller and Alfrey); Reflection and Contemplation (Taczak); Diamonds, Gold and War: South Africa (Lavanchy)
Winter – Engaging the Bard I (Alfrey); Che Guevara, (Taylor); Returning from Abroad (Miller); Mind of a Leader (Loeb); Beautiful Investigations (Foust)
Spring – Migration and Diaspora Narratives (Nwosu); 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) 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, we have no AISC courses. Our SINC sequence is in Geography - Global Environmental Change I; and we have one SISC course, in Economics. We have one ASEM (Diseases in World History), and seven HSEMs (including the Pilot Leading in Honors, for which we’ll send more information when we get it). The National Parks HSEMs are intended for first year students, and we strongly recommend that you enroll in one of the sections. 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, SINC and AISC if at all possible during your first or second year.

**Registration**

Registration for Fall quarter will begin between 8:00 and 9:00 am on Monday, May 14. You can find this information at http://www.du.edu/Registrar/registration/timeassignment.html. Register anywhere you have internet access.

**Honors Courses Fall Quarter 2018**

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

**Advanced Seminar (Writing Intensive):**

ASEM 2615-1 (CRN 3460): Diseases in World History, Hilary Smith, TR 8:00-9:50, Sturm 476

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: None offered Fall quarter**

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

2 Sections:

GEOG 1265-1 (CRN 1965): *Global Environmental Change and Sustainability I*, Erika Trigoso, MW 12:00-1:50, 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 1966 — GEOG 1265-2: Erika Trigoso, T 12:00-1:50, Boettcher West 16

CRN 1967 — GEOG 1265-3: 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 1011 (Concepts in Biology) – 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; co-requisite 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), Micro- and Macro-Economics, Robert Urquhart, TR 8:00-9:50, Sturm 334
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 3021), Reflection and Contemplation, Kara Taczak, R, 2:00-3:50 Mary Reed 1
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 3315), *The National Parks: Explorations in Creativity, Culture, and Science*, Keith Miller, 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 21st Century.

HNRS 2400-3 (CRN 2264), *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 21st Century.

HNRS 2400-4 (CRN 3380), *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 21st Century.

HNRS 2400-5 (CRN 3381), *The National Parks: Explorations in Creativity, Culture, and Science*, Shawn Alfrey, 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 21st Century.

HNRS 2400-6 (CRN 3785), *Diamonds, Gold and War: Then and Now in South Africa*, Thomas Lavanchy, T 2:00-3:50, Mary Reed 1
Course Description:
The course examines the long arc of history underpinning the country of South Africa. Elements of power, such as diamonds, gold, and war, put South Africa on the global map in the 1800s and continue to shape the social and political landscapes seen today. This class uses personal narrative of the instructor, engaging readings, and lively class discussion to explore and understand the massive impact of white expansion on indigenous African societies. In addition to cultural dimensions of influence and change, this class devotes time to understanding the physical conditions of South Africa that produced diamonds and gold and that continue to shape how humans interact with the environment at the southern tip of Africa.
HNRS 3991-0 (CRN 1629): Honors Independent Study. Contact Shawn or Keith 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**
Honors Contracts allow students to enhance a non-honors common curriculum course to meet the Honors requirement. Honors Contracts must be developed before registration with the faculty member, and are subject to Honors Council approval. For information on how to pursue this option, go to [https://www.du.edu/honors/media/documents/honorscontractform2016.pdf](https://www.du.edu/honors/media/documents/honorscontractform2016.pdf).

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 contact Honors that you are taking this course to fulfill Honors Arts & Humanities or Social Science credit before the quarter begins.*