

## **Advising Notes for Fall Quarter 2020**

### **Honors Courses for Academic Year 2020-2021**

AISC (course in the Humanities: English, History, Philosophy, Theatre, Art, Music, Religious Studies, sometimes Communications):

Fall – English: Literary Inquiry: The Pastoral (Ramke)

Winter – Art History: Images of Culture (Moor); English: Globalization and Cultural Texts (Gould); History: War and the Presidency (Schulten)

Spring – History: World War I (Helstosky); Italian: 20<sup>th</sup> Century Italian History and Culture (Castagnino, taught in English); Philosophy: Philosophical Approaches to Perception and Reality (Nail)

SISC (courses in the Social Sciences: Anthropology, Psychology, Sociology/Criminology, Political Science, Economics, Public Policy, sometimes Communications):

Fall - Economics: Introduction to Micro and Macroeconomics (Urquhart)

Winter:

Spring - Journalism, Film, and Media Studies: Introduction to Media and Culture (Lieberman); Hard Choices in Public Policy (Salucci); Principles of Sustainability (Trigoso);

SINP – (year-long sequence in a Natural Science: Geography, Biology, Chemistry, Physics)

Geography: Global Environmental Change I-III (Trigoso, Sullivan, Daniels) – begins Fall quarter

Biology: Living in a Microbial World I-III (Sasaki)

ASEM (Advanced Seminar: Culminating Common Curriculum Requirement):

Fall – “All the World’s a Stage”: Shakespeare Then and Now (McNees and Ungar); Spirituals and the Blues (Holland)

Winter –Murder in America (Pasko); American Road Trip (Alfrey)

Spring – American Mountains and Mountaineering (Hesse)

HSEM: (for students with junior standing or higher):

Fall - Reflection and Contemplation (Taczak); Beautiful Investigations (Graham Foust), Literature of Truth and Reconciliation (Alfrey)

Winter –Che Guevara, (Taylor); Reproductive Geographies (Helen Hazen); Migration and Diaspora Narratives (Nwosu)

Spring – Cervantes and the Canon (Leahy); Denver Wilds (Del Rosso); 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 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), in Geography (Global Environmental Change) and in Biology (Living in a Microbial World). Another choice would be 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). These are all 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, we have 1 AISC course in English and 1 SISC course in Economics. Our SINP sequences are in Geography - Global Environmental Change I and Biology – Living in a Microbial World I. We have two ASEMs, “All the World’s a Stage,” and Spirituals and The Blues.” There are also 3 HSEMs. 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 for first year students**

Registration for Fall quarter will be on July 20. Your time ticket is available from July 1 on in your student information in your myWeb portal.

### **Courses Fall Quarter 2020**

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

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

ASEM 2443-1 (CRN 4950), “*All the World’s a Stage*”: *Shakespeare Then and Now*, Eleanor McNeese and Gregory Ungar, MW 2:00-3:50

Course Description:

This is a team-taught (English/Theatre) ASEM class that introduces honors students to interdisciplinary facets of Shakespeare’s plays by focusing on close reading, written and oral interpretation of the texts and dramatic performance. In the context of the history and culture of Shakespeare’s Renaissance England compared to our own 21<sup>st</sup> century, students will read and discuss four plays and a novel from the Hogarth Shakespeare Series based on one of the plays.

ASEM 2736-1 (CRN 5898), *Spirituals and the Blues: A Comparative Study and Analysis*, M. Roger Holland II, MW 4-5:50

Course Description: This course examines two song forms from within the canon of African American music. A multifaceted study of this music that is both historical and analytical reveals the ways in which the music is transformative, healing, liberating, and a vehicle for agency, while commenting on the sociopolitical landscape.

#### **Analytical Inquiry: Society and Culture:**

ENGL 1110-1 (CRN 3234), *Literary Inquiry: The Pastoral (How to Live, in the City, or Not)*, Bin Ramke, TR 2:00-1:50

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: Society and Culture**

ECON 1020-2 (CRN 1008): *Intro to Micro- and Macro-Economics*, Robert Urquhart, TR 8-9:50, location TBA

#### 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.

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

GEOG 1264-1 (CRN 1874): *Global Environmental Change and Sustainability I*, Erika Trigos, MW 12:00-1:30, location TBA

#### 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 1875 — GEOG 1264-2: Erika Trigos, T 12:00-1:50, Boettcher West 16

CRN 1876 — GEOG 1264-3: Erika Trigos, T 2:00-3:50, Boettcher West 16

BIOL 1270-1 (CRN 4945): *Living in a Microbial World I*, Nancy Sasaki, TR 2:00-3:30

#### Course Description:

This is a three-quarter honors sequence. In the first quarter we will examine the mechanisms of life seen through our unseen partners-microorganisms. In the fall quarter our discussions will start with a description of what microorganisms are and how they interact with the human species. We will consider the properties of complex molecules, including: DNA, proteins, carbohydrates, and lipids, in order to see how such molecules are used and organized by microorganisms. We will consider this unicellular form of life in some detail and will discuss how humans manipulate microbes to their benefit. We will also examine how microbes are busy keeping us and our planet alive even when we are not looking! At the end of the quarter you will possess a foundation of knowledge needed to discuss the topics of the second and third quarters.

Labs for *Living in a Microbial World I*:

CRN 4946 – BIOL 1270-2: Kristin Andrud, M 6:00-8:50 (pm)

CRN 4947 – BIOL 1270-3: Kristin Andrud, T 9:00-11:50 (am)

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 1

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.*

### **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 Seminar for First-Year Student: The Life of the Mind**

These honors seminars are designed especially for first year students to introduce you to the honors community and its many resources and opportunities. Upper class honors mentors will guide you through discussion, reading, and explorations. The life of the mind isn't about dry, solitary scholarship. It's about lively discussion, creativity, reflection and collaboration, and that's what this 2-credit "class" will help you get started.

HNRS 2400-2 (CRN 2852)

HNRS 2400-3 (CRN 2384)

HNRS 2400-5 (CRN 2903)

HNRS 2400-7 (CRN 6325)

### **Upper Level Honors Seminars for those with at least junior standing**

HNRS 2400-1 (CRN 1392): *Reflection and Contemplation*, Kara Taczak, W 4:00-5:50

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 2400-6 (CRN 3094), *Beautiful Investigations*, Graham Foust, T 12:00-1:50

Course Description:

This class will investigate why we see—or hear, or smell, or touch, or taste—certain things and decide that they're for us. We will assume two ideas to be more or less true: one, that people aren't so stupid as to simply be duped (whether by corporations or by critics) into loving them, and two, that people should take time to investigate their reasons for loving the things they love. In addition to exploring our reasons for loving things, we will explore art's relation to justice, which is to say the intersection of (or conflict between) what's aesthetically pleasing and what's right. We will read books by Elaine Scarry and Crispin Sartwell; essays by (among others) Peter Schjeldahl, Dave Hickey, Marilynne Robinson, and Greil Marcus; parts of Immanuel Kant's *Critique of Judgment*; and poems by Wallace Stevens. We will also listen to Van Morrison's *Astral Weeks* and watch two films: *Bill Cunningham New York* and *The Dancer Upstairs*.

HNRS 2400- 4 (CRN 2902), *The Literature of Truth and Reconciliation*, Shawn Alfrey, T 2:00-3:50

Course Description:

In an attempt to resolve the tensions in post-apartheid South Africa, the government created their Commission on

Truth and Reconciliation. Its job was to bring together victims and persecutors and allow them to confess their crimes, express their grief, describe their suffering and ultimately, it was hoped, to achieve forgiveness and healing. This sort of staged, public response to private violation has since become a model for national and individual recovery from war and genocide.

In this class we'll explore the relationship between these two sometimes competing values as they are inscribed in literature and staged in public displays and monuments. Our texts explore the social and individual repercussions of such historical events as South African Apartheid, American slavery and the current focus on memorials and reparations, and Haitian dictatorship and torture. As we read we will ask what is achieved by such gestures, who's interests gain expression, which forums and styles enable or discourage such resolution and what is the role of creative expression in cultural memory and individual recovery.

HNRS 3991-0 (CRN 1341): Honors Independent Study. Contact Shawn or Keith with questions.

**Other Course Options – must be approved *before* registration**

**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> .

Substituting one honors course for another. With permission from Keith or Shawn, students who have already completed the common curriculum requirement in one area may substitute honors courses in a different category for those already completed.