Advising Notes for Spring Quarter 2015

Honors Courses for Academic Year 2014-2015

AISC:
Fall - English: Literary Inquiry (Ramke); English/Judaic Studies: Modern Hebrew Literature in Translation (Rovner); History: World War I (Helstosky)
Winter - none
Spring - English: Literary Inquiry (Howard); Modern and Contemporary Italian Culture (Castagnino)

SISC:
Fall - none
Winter - Economics: Introduction to Micro and Macroeconomics (Yasar); Communications: Foundations of Communications (Wood)
Spring - Political Science: Introduction to American Politics (Hanson); Public Policy: Hard Choices in Public Policy (Lamm); Psychology: Introduction to Psychological Science (Roberts)

SINP: (year-long sequence)
Geography: Global Environmental Change I-III (Trigoso, Sullivan, Kuzera) – begins Fall quarter
Biology: Individualized Option (BIOL 1011, 1012, 2010) – begins Winter quarter

ASEM:
Fall – Thinking (Reichardt)
Winter – Development in Latin America (Ioris); French Revolution (Karlsgodt)
Spring – American Material Culture (Clark); Murder in America (Pasko); Science and Religion in Dialogue (Robbins)

HSEM:
Fall: Impact of Technology on Society (Connolly); Mass Extinctions (Dores); Science Literacy of the Citizenry (Miller)
Winter: Pets, Partners and Pot Roast (Brower); Migration and Diaspora Narratives (Nwosu); Engaging the Bard I (Alfrey); Mind of a Leader (Loeb)
Spring: Engaging the Bard II (Alfrey); Memories of Atrocity (Gil)

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 Spring Quarter these are three ASEM (American Material Culture; Science and Religion in Dialogue; Murder in America); Geography - Global Environmental Change and Sustainability II (SINP); two AISCs (Literary Inquiry; Italian Culture and Society); three SISCs (Hard Choices in Public Policy; Introduction to American Politics; Foundations of Psychological Science); and two Honor Seminars (Engaging the Bard II and Memories of Atrocity). It is recommended that students have junior standing to take the HSEMS (they will need to contact Shawn for an override if they don’t have 90 hours), and they need 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
Honors students will register beginning at 8:00 on Monday, February 16. Please contact Shawn right away if you do not have that listed as your registration time!

The new Banner XE registration platform is live and powerful, with a variety of ways to search courses and develop your schedule. If you use the older Registration: Classic, please remember: Courses reside in particular departments and will be listed according to their department in the Subject box. The best way to search for honors courses is according to these subjects. Thus, for Spring quarter you can find honors courses in Advanced Seminars, English, Italian, Political Science, Public Policy, Psychology, Geography, and Honors Seminars. 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 they provide credit. Advanced Seminars have their own Subject box. When you don’t know the subject area our courses are in, you should highlight “All” in the subject box and “Honors” in the attribute box.

Honors Courses Spring Quarter 2015
(These can also be found at http://www.du.edu/honors/about/course-offerings.html.)

Advanced Seminar (ASEM, Writing Intensive):
ASEM 2449-1(CRN 4406): American Material Culture, Bonnie Clark, F 10:00-1:50, Sturm 154
Course Description:
American Material Culture explores the complex story of the United States as revealed by its tangible history. 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. The material culture around which the course centers is broadly defined and includes settlement structure, architecture, domestic artifacts, art, foodways, and even 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. Themes the course will explore include the relation of material culture to ethnicity, class, and gender; the effects of urbanization and industrialization on daily life; and the use of multiple lines of evidence to build narratives of the past. By engaging in original research with artifacts and primary documents, students in this class will learn about the process, not just the products, of history. This is a writing intensive course that combines lecture and discussion with hands-on experience, field trips, and public engagement.

ASEM 2666-1 (CRN 4442): Murder in America, Lisa Pasko, TR 8:00-10:00, Sturm 433
Course Description:
Lethal violence in the U.S. is a constant and complex social problem that far exceeds that of other developed nations. As an example, the homicide rate in London is one-tenth of New York City’s, while Sydney’s homicide rate is less than 5% of what Los Angeles experiences. What is going on in America? Are we “built” for murder and what does that mean? How have homicide rates changed over the decades, and why do we have such an on-going fascination with lethal violence? In order to examine these queries as well as other facets about homicide, this course will cover: (1) the definitions, scope, causes, and historical trends of murder in America over the last century; 2) an in-depth case study investigation into why the murder rate dropped dramatically in New York City in the late 1990s; 3) past and current sociological/cultural, biological, and psychological explanations for lethal violence, including a concentrated look at serial, mass, and spree killers, school shootings, and mothers who kill; 4) crime policies and techniques aimed at reducing lethal violence; and 5) media representations of homicide defendants and victims. Overall, students will think critically about why the U.S. homicide rate is high and what policies can be actualized in order to reduce murder in America.
ASEM 2410-1 (CRN 4508): Science and Religion in Dialogue, Greg Robbins, 8:00-9:50, Sturm 476
Course Description:
This writing- and performance-intensive course examines the relationship between science and religion. Our key question is “What is the best way to understand or construe this relationship?” We begin by attempting to orient ourselves about the nature of thinking, about the scientific method and the academic study of religion. We shall learn to distinguish data, facts, hypotheses, laws and theories, and to appreciate the value of being wrong. Then we turn our attention to the life, the scientific discoveries, the religious commitments and struggles of Charles Darwin. Darwin’s career is the perfect entry point for considering much broader issues in the relationship between science and religion. Darwin’s evolutionary theory fundamentally shaped modern science. In so doing, it raised significant challenges to traditional religious belief, particularly in Christian communities of faith. We shall see how that played out in Victorian England by playing a sophisticated academic “game” from the highly-acclaimed Reacting to the Past series (see below). Darwin is as controversial today as he was 150 years ago, especially in (though not limited to) America. At the end of the course, we shall be in a position to appreciate recent attempts to find common ground between those who subscribe to the tenets of evolutionary theory and people of religious conviction.

Analytical Inquiry: Society and Culture (AISC):
ENGL 1110-1 (CRN 4471): Literary Inquiry: Metaphysical Poetry and Prose, Scott Howard, F 8:00-11:50, Sturm 496
Course Description:
This course investigates the dynamic legacy of the metaphysical writers from the seventeenth century to the present day. We will read major works by poets (including John Donne, Emily Dickinson, George Oppen, and Susan Howe) and prose writers (including Sir Thomas Browne and W.G. Sebald) which will be investigated vis-à-vis literary, cultural, and theoretical contexts. Of particular interest will be connections these writers share with the philosophy of vibrant matter—that is, formal phenomenology—from Lucretius to Bruno, Bergson to Deleuze.

ITAL 2201-1 (CRN 4530): 20th Century Italian History and Culture, Angelo Castagnino, 2:00-3:50 TR, Mary Reed 1
Course Description:
This Honors course fulfills part of the Common Curriculum’s “Ways of Knowing: Analytical Inquiry: Society and Culture” requirement. Students will demonstrate the ability to create or interpret the texts, ideas or artifacts of human culture; identify and analyze the connections between the texts, ideas or cultural artifacts and the human experience and/or perception of the world. This course provides a historical and cultural approach to 20th-Century Italy. Students will engage with diverse representations of historical events in fiction: literary, cinematographic, theatrical, poetic and musical. Each week a new decade will be discussed in a historical context and supplemented with cultural artifacts that are either centered on the decade in question, or produced during this period. Students will refine their critical reading and writing skills, as well as substantially develop their argumentative skills.

Scientific Inquiry: Nature and Physical World (SINP):
GEOG 1266-1 (CRN 2250): Global Environmental Change and Sustainability III, Kristopher Kuzera, MW 12:00-1:30, Sturm Hall 186
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 2251—GEOG 1266-2: Kristopher Kuzera, T 12:00-1:50, Boettcher West 16
CRN 2252 — GEOG 1266-3: Kristopher Kuzera, 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 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 (SISC)
PLSC 1000-2 (CRN 4727): Introduction to American Politics, Peter Hanson, W 2:00-3:50, Margery Reed Hall 106
Course Description:
This course meets an SI-Society requirement and an introductory requirement for Political Science majors. It introduces students to the basic elements of American politics, including voters, the media, interest groups, political parties, elections, Congress, the presidency and the Supreme Court. In order to understand our political system and its various perspectives, students read primary sources such as the Federalist Papers and Supreme Court cases, and watch documentaries about politics. I also routinely bring in speakers, and in the past, have had the state chair of the Republican party, state legislators, and the head of the Denver public defender’s office.

PPOL 1910-1 (CRN 2296), Hard Choices in Public Policy, Richard Lamm, TR 10-11:50, Nagel Hall 102
Course Description:
Hard Choices in Public Policy looks at many of the major public policy dilemmas facing the United States. More than any time in our countries history, problems and solutions involve public policy. The retirement of the Baby Boomers, a financial crisis that includes both a housing crash and a credit crunch, and a public that demands "change.” And, no matter what your party affiliation, it’s difficult not to recognize the many public policy issues that need fresh eyes and a new generation’s input. These issues will heavily impact your future. We will study and debate issues such as Affirmative Action, health care, immigration, the criminal justice system, the economy, and entitlement reform, just to name a few. There will be a special emphasis on student input and debate.

PSYC 1001-4 (CRN 4746), Foundations of Psychological Science, Ralph (Rob) Roberts, MW 2:00-3:50, Frontier Hall 45
Course Description:
The course provides a general overview of the many perspectives in the study of mind and behavior and how they relate to the perspectives of other Social Science disciplines. It describes basic principles of human functioning and conduct in social and cultural contexts, and describes and explains how social scientific methods are used to understand these underlying principles. A major goal of the course is to help students develop the skills needed to enable them to critically evaluate claims made by various groups and individuals (advertisers, politicians, etc.) and to design experiments that enable them to design their own experiments to answer difficult questions. In the process, I also seek to help students understand some of the flaws in decision making that often lead to poor decisions. Major emphasis is given to the fluidity of scientific knowledge and the impact of paradigms on how social scientists approach problems.

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, including course descriptions, check the Writing Program website (http://www.du.edu/writing/program.htm).

WRIT 1733-1 (CRN 2014), Doug Hesse, MW 8-9:50 AAC 284
Course Description:
How do the kinds of sources and evidence that writers use shape their writerly options, including the rhetorical strategies they have available? What about memory and personal experience as sources? What about interviews and
oral histories? What about archival materials—newspaper articles, posters, objects? What about studies? We’ll examine these deep issues in a course that puts your writing and interests at the center, as you write a number of experiments and three polished pieces, largely on topics you define. We’ll use a book by Kristen Iverson (a DU alum, by the way), Full Body Burden: Growing Up in the Nuclear Shadow of Rocky Flats, to explore the affordances and constraints of memoir and narrative, facts and argument, first hand knowledge, assertions by authorities, statistical reasoning, and so on.

WRIT 1733-2 (CRN 2015), Shawn Alfrey, TR 8:00-9:50, Sturm 490
Course description:
"First, Let Me Take a Selfie!” Millennials have been dubbed a "narcissistic" group, but one could argue that in their own way every generation is consumed with issues of identity. In this course we’ll view the question of identity through a variety of lenses: artistic, biological, historical, philosophical. We’ll begin by learning about mental health issues and stigma by working with DU’s MIND club and Mental Health Week. Writings and readings will concern some of the many settled, discarded, and evolving ways identity has been understood and expressed

WRIT 1733-3 (CRN 2016), Jennifer Campbell, MWF 12:00-12:50, TBA
Course description:
Happiness. The ancient Greeks called it eudaimonia, our founding fathers enshrined its pursuit in the Constitution, and it has become a thriving industry. How do definitions and levels of happiness vary over time and across cultures? What contributes most to happiness and what destroys it? What’s causing our rising rates of depression and anxiety, and what can be done to treat these conditions? In this section of WRIT 1733, we’ll explore issues related to happiness and mental health while developing important skills in research and writing, from asking the right question and choosing appropriate research methods to finding the best genre and words to share your findings.

WRIT 1733-4 (CRN 2174), John Tiedemann, TR 10:00-11:50, Sturm 491

WRIT 1733-5 (CRN 2330), Pauline Reid, 12:00-1:50, Ben Cherrington Hall 219
Course description:
Cultures of collection: this course will explore patterns and cultures of collection as methods of rhetorical invention. Invention has many meanings in rhetoric and writing: it could mean the creative, imaginative production of new ideas, the artful use of all of the persuasive methods at your disposal, or the re-collection and bringing to mind of different remembered concepts, items, and images for the presentation of an argument. We will explore practices of collection and will research and curate physical and digital collections as a class. This class will introduce you to composing with primary artifacts, images, and texts.

WRIT 1733-6 (CRN 2331), Geoffrey Stacks, 2:00-3:50 TR, Margery Reed Hall 106

WRIT 1733-7 (CRN 2446), Kara Taczak, TR 4:00-5:50, AAC 284
Course description:
Monstrosity is represented in many ways throughout our culture: abnormalities, monsters—real and imagined—, outbreaks, and the like. What they all have in common is the way that they contest the norm of the body. In this class, we will explore the sensation of the genre of horror, specifically examining the ways in which horror manifests monstrosities. As culture shifts in dispositions, and as technology changes, so does identifying different sensations in how monstrosity is represented inside and outside the body. Exploring monstrosity through the lens of media ecology theory, we will investigate several questions: (1) at what point does monstrosity stop being a representation? What is the ontology of monstrosity that different monsters are caught up in? And in what sense is monstrosity an assemblage of media, image, sensation, and, and, and…? This course seeks to pursue these insights by historicizing the evolving understanding of monstrosity within our culture through the study of media ecology theory.

Honors Seminars
HNRS 2400-1 (CRN 1881): Engaging the Bard II: DU Students and the DPS Shakespeare Festival, Shawn Alfrey, T, roughly 3:00-5:00, MRB 1 and on site at Colfax Elementary School
Course Description:
In this course DU students will work with the students and program of the Denver Public Schools Shakespeare Festival. Originally begun as a way to support DPS efforts in literacy and enrichment, the Festival takes place every May in the Galleria and on the grounds of the Denver Center for Performing Arts. It involves around 5000 DPS students and has been a model for school districts from San Diego to Germany. DU students will work with a group of elementary students as they master a scene and then perform it at the Festival.

The course is offered both winter and spring quarters to meet the needs of the DPS students, whose semester runs from January through May. Those taking the course in the Winter quarter will choose and edit the scene, help cast students and help students understand the play and block it. Those taking the course in the Spring will see them home, including the actual performance at the Festival. In addition to working with the Carson students, coursework will include readings and discussion regarding Shakespeare’s text, the role of Shakespeare as a focus of cultural value, and the history and purpose of mass education.

HNRS 2400-3 (CRN 3529): Engaging the Bard II: DU Students and the DPS Shakespeare Festival, Shawn Alfrey, W, roughly 3:00-5:00, MRB 1 and on site at Carson Elementary School

Course Description:
In this course DU students will work with the students and program of the Denver Public Schools Shakespeare Festival. Originally begun as a way to support DPS efforts in literacy and enrichment, the Festival takes place every May in the Galleria and on the grounds of the Denver Center for Performing Arts. It involves around 5000 DPS students and has been a model for school districts from San Diego to Germany. DU students will work with a group of elementary students as they master a scene and then perform it at the Festival.

The course is offered both winter and spring quarters to meet the needs of the DPS students, whose semester runs from January through May. Those taking the course in the Winter quarter will choose and edit the scene, help cast students and help students understand the play and block it. Those taking the course in the Spring will see them home, including the actual performance at the Festival. In addition to working with the Carson students, coursework will include readings and discussion regarding Shakespeare’s text, the role of Shakespeare as a focus of cultural value, and the history and purpose of mass education.

HNRS 2400-5 (CRN 3541): Memories of Atrocity, Lydia Gil, M 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 3991-0 (CRN 1591), 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. For information please come talk to Keith or Shawn.

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.