

Advising Notes for Spring Quarter 2019

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 – 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), Literary Inquiry (Ramke)

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, Sullivan, 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); American Road Trip (Alfrey)

Spring – Myths of Medieval Encounter, (Melleno)

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 –Che Guevara, (Taylor); Returning from Abroad (Miller); Mind of a Leader (Loeb); (Beautiful Investigations (Foust); Cervantes and the Canon (Leahy)

Spring – Migration and Diaspora Narratives (Nwosu); Shakespeare in the Public Imagination (Alfrey); 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 Spring Quarter, we have 3 AISC courses, one in History and two in English. Our SINP sequence is in Geography - Global Environmental Change III; and we have two SISC courses, in Public Policy and Sustainability (Geography). We have 1 ASEM, *Myth of Medieval Encounter*; and 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

Registration for Spring quarter will begin at 8:00 am on Monday, February 25. You can find this information at <http://www.du.edu/registrar/registration/timeassignment.html>. Register anywhere you have internet access.

Honors Courses Spring Quarter 2019

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

Advanced Seminar (Writing Intensive):

ASEM 2406-1 (CRN 4652): *Myths of Medieval Encounter*, Daniel Melleno, MW 12-1:50, Sturm 433

Course Description:

Using three case studies, this course will examine a variety of ways in which medieval and early modern authors shaped the self-image of Europe by casting foreign cultures as other. We will begin in the eighth century and examine interactions between the Carolingian empire and the Scandinavian raiders and traders commonly known as Vikings. From there we will jump forward to the Crusades to look at some of the most well-known encounters between the Latin West and its eastern neighbors. Finally, we will follow the path of European explorers in the early modern period and look at their encounters with worlds and peoples undreamed of.

As we engage with these encounters we will discuss how we can use the texts of the past to understand not just the cultures and peoples they describe, but also the hidden world of the author and the changing face of Europe across the centuries and into the modern world. At the same time, we will actively engage with the question of how we, as modern intellectuals and thinkers, engage with and interpret historical documents and the myths and stories that have come down to us from the past. How do medieval and early modern prejudices continue to impact modern narratives and how do we read critically and carefully to gain a fuller picture of the past and to understand our own world?

Each case study will take approximately 3 weeks and involve readings from both primary and secondary sources. In addition to periodic short writing assignments there will be an ongoing connected writing project which will culminate in a final paper aimed at investigating not only the themes of this course but also your own intellectual journey with these themes and ideas.

Analytical Inquiry: Society and Culture:

ENGL 1110-3 (CRN 4495): *Literary Inquiry*, Bin Ramke, MW 10-11:50, Sie Complex 2110

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 4639): *Immigrant Voices*, Joyce Goodfriend, MW 2-3:50, Sturm 496

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 20th-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.

ENGL 2544-1 (CRN 4498): *Globalization and Cultural Texts*, Eric Gould, MW 12-1:50, Sie Complex 3015

Course Description:

This course combines fiction and film from India, South Africa, and Japan with readings in sociological and other theories of globalization. We focus on the impact of globalization on cultural texts, examining how they deal with postcolonial identity, the morally ambiguous effects of Westernization and modernization, and the way cultural hybridity complicates nationalism and internationalism.

English: Literary Inquiry (Ramke)

Scientific Inquiry: Nature and Physical World:

GEOG 1266-1 (CRN 1867): *Global Environmental Change and Sustainability III*, Mike Daniels, 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 1868 — GEOG 1266-2: Mike Daniels, T 12:00-1:50, Boettcher West 16

CRN 1869 — GEOG 1266-3: Mike Daniels, 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

GEOG 2511-1 (CRN 3624), Principles of Sustainability, Erika Trigo, TR 10-11:50, Boettcher Center West 123
Course Description: Principles of Sustainability introduces students to fundamental issues and concepts of Sustainability. This topic has become a catch phrase in discussions concerning the long-term viability of a number of phenomena, from the environment to the economy. Sustainability is commonly defined as meeting the needs of the current generation without compromising the ability of future generations to meet their needs. Students will be introduced to issues inherent in discussions of sustainability. The major areas of focus include definitions of ecological and environmental sustainability, economic and political sustainability, social justice, and various metrics used to assess sustainable behavior and practices. Students will study the theory, principles and practices of sustainability, and participate in discussion and writing exercises based on lecture and readings.

PPOL 1910-1 (CRN 1943), Hard Choices in Public Policy, Lapo Salucci, TR 10:00-11:50, Sie Complex 2121
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. Principles of Sustainability (Trigo)

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.*

WRIT 1773-1 (CRN 1718), John Tiedemann, TR 8-9:50, location TBA

WRIT 1733-2 (CRN 1719), Daniel Singer, MW 10-11:50, location TBA

WRIT 1733-4 (CRN 1823), April Ludwig-Chapman, MW 12-1:50, location TBA

WRIT 1733-5 (CRN 1903), Lauren Picard, TF 12-1:50, location TBA

WRIT 1733-6 (CRN 1904), Robert Gilmor, TR 2-3:50, location TBA

WRIT 1733-7 (CRN 1959), Kara Taczak, MW 2-3:50, location TBA

WRIT 1733-8 (CRN 3648), Kelly Morgan, TR 2-3:50, location TBA

Honors Seminars

HNRS 2400-2 (CRN 2798), *Migration and Diaspora Narratives*, Maik Nwosu, T 12:00-1:50, location TBA

Course Description:

We will examine the movement and resettlement of people from one locality to another – especially across borders. Focusing on different regions of the world – Africa, Asia and Oceania, Europe and America, we will study the nature and consequences of migration from historical, socioeconomic, and literary (or artistic) perspectives. Because the movement of people includes the relocation of memories, we will closely study migration and diaspora narratives, which provide insights into a contemporary phenomenon that references the earliest history of humanity.

HNRS 2400-3 (CRN 2402), Shakespeare in the Public Imagination, Shawn Alfrey, W 2-4, Mary Reed 1
Course Description:

Shakespeare is a ubiquitous brand in American society. Why is that, and what does that mean? In this HSEM we'll explore the development of Shakespeare as art, idea, and institution, in American education, society, and popular culture. We'll even have an outing or two to learn about the bard in action today.

HNRS 2400-4 (CRN 3037), Ethical Dilemmas in Neurology, Daniel Linseman, W 10:00-11:50, Mary Reed 1
Course Description: This course will focus initially on the history of therapeutic approaches to neurological diseases including mitochondrial disorders, psychiatric and psychological disorders, and neurodegenerative diseases. We will then transition into a review of current cutting edge therapies for these disorders with a particular emphasis on ethically charged approaches such as mitochondrial donors, stem cells, and cloning. Students will read primary research papers and scientific review articles which will be thoroughly discussed in class. They will also participate in frequent small group exercises focused on discussing the ethics behind these cutting edge therapies. In addition, students will each write a comprehensive term paper on a topic of their choice from those discussed in class. In fitting with the overall theme of "self and identity", this course will reflect on the genetic basis of one's self and how one's genetic "identity" can be manipulated to treat neurological disorders.

HNRS 3991-0 (CRN 1405): Honors Independent Study. Contact Shawn or Keith with questions.

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>.

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.*