Advising Notes for Winter 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: Global Cultural Texts (Gould); Modern and Contemporary Italian Culture (Castagnino)
SISC:
Fall - none
Winter - Economics: Introduction to Micro and Macroeconomics (Yasar); Communications: Foundations of Communications (Wood)
Spring - Public Policy: Hard Choices in Public Policy (Lamm); Political Science: Introduction to American Politics (Hanson)
SINP: (year-long sequence)
Geography: Global Environmental Change I-III (Trigoso, Sullivan, Fielding) – 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); 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)
Spring: Engaging the Bard II (Alfrey); Mind of a Leader (Loeb); 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 Winter Quarter these are two ASEMs (Development in Latin America and French Revolution); Geography -Global Environmental
Change and Sustainability II (SINP); two SISCs (Foundations in Communication and Micro and Macroeconomics I); and three Honors Seminars (Engaging the Bard I, Migration and Diaspora Narratives, and Pets, Partners, and Pot Roast). Students need junior standing to take the HSEMS and need to have 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, October 27. Please contact Shawn right away if you do not have that listed as your registration time!

A reminder: 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 Winter quarter you can find honors courses in Advanced Seminars, Communications, Economics, 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 (formerly NATS, SOCS, or AHUM, respectively) 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 Winter Quarter 2015**
(These can also be found at [http://www.du.edu/honors/about/course-offerings.html](http://www.du.edu/honors/about/course-offerings.html))

**Advanced Seminar (ASEM, Writing Intensive):**
ASEM 2670-1 (CRN 2881): *Development in Latin America*, Rafael Ioris, TR 12:00-1:50, Sturm 433
Course Description:
This is a writing-intensive interdisciplinary advanced seminar course centered on examining the protracted efforts made by several countries in the Latin America in order to promote different projects of economic and political development. The course is designed to students of various fields and disciplines (such as Political Science, History, Sociology, Anthropology, International Relations, Business, Economics, etc.) who commonly share an interest in studying the theme of national development and in seeking a better understanding of the problems, challenges, and alternatives for social improvement in the Latin American region and/or in developing societies in general.

Among other topics, we will analyze the incorporation of Latin American countries into the international economy and the consolidation of its local oligarchic regimes (circa 1880s to 1930s); the importance of populism and elite pacts (of the 1940s and 1950s) for the promotion of industrial programs; the process of radicalization of the left, the democratic breakdowns and the ensuing military rule (of the mid-1960s and 1970s); the transitions to democratic rule (1980s); the implementation of market-oriented reforms (1990s); and the current challenges for democratic consolidation, social equality, and poverty alleviation.

ASEM 2661-1 (CRN 4813): *The French Revolution*, Elizabeth Karlsogt, TR 8:00-9:50, MRB 1
Course Description:
This course is an interdisciplinary exploration of the French Revolution. While grounded in history, it also draws upon cultural, literary, theater, film and gender studies as well as art history. We learn about the many ways in which the Revolutionary decade of 1789 to 1799 marked a significant break with the French past – politically, socially and culturally. We reflect upon political, sociological and philosophical questions that make the Revolution relevant today: how do democratic values take root in a traditionally monarchical society? Can these values be exported to societies without democratic traditions? Are liberty and equality compatible? How are nations defined? Can people thrive in a strictly secular – or fundamentalist – society? The Revolution lends itself exceptionally well to this kind of study across humanities and social science disciplines.

**Analytical Inquiry: Society and Culture (AISC):**
There are no honors AISC courses offered this quarter.

**Scientific Inquiry: Nature and Physical World (SINP):**
GEOG 1265-1 (CRN 2325): *Global Environmental Change and Sustainability II*, Donald Sullivan, 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 I:
CRN 2326 — GEOG 126-2: Donald Sullivan, T 12:00-1:50, Boettcher West 16
CRN 2327 — GEOG 126-3: Donald Sullivan, 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; 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)
COMN 1210-2 (CRN 4440): Foundations of Communication, Roy Wood, TR 2:00-3:50, Sturm 235

Course Description:
In Foundations in Communication we explore dialogic/ethical foundations of communication. We go beyond the notion of communication as transmitting ideas from one person’s head to another through the use of language to explore the more foundational view that it is through communication that we constitute and instantiate ourselves and our worlds. We go on, following the French philosopher Emmanuel Levinas, to ask whether ethics is at the heart of human sociality.

ECON 1020-3 (CRN 1170): Micro- and Macroeconomics I, Yavuz Yasar, TR 12:00-1:50, Sturm 235

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

Honors Seminars
HNRS 2400-2 (CRN 3449): Migration and Diaspora Narratives, Maik Nwosu, M 12-1:50, Mary Reed 1
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 2081): Engaging the Bard I: DU Students and the DPS Shakespeare Festival, Shawn Alfrey, R, roughly 3:00-5:00, MRB 1 and on site at Columbian Elementary School
HNRS 2400-4 (CRN 5203): T, roughly 3:00-5:00, MRB 1 and on site at Colfax Elementary School
HNRS 2400-6 (CRN 5204): W, roughly 3:00-5:00, location TBA and onsite at Carson Elementary School

Please note: This year we are branching out! The 3 sections of this course involve 3 different schools. You should choose based on the day that will work and the school you want to work with. Carson is our original school. It has the Highly Gifted and Talented magnet and the most resources of any of these schools. Both Colfax and Columbian have a high population of students on free- and reduced lunch, less support and fewer resources. We will have the same curriculum, but our work with the students will vary according to the school setting. All of these are after school programs and require your ability to get to the school. We generally have no trouble with carpooling. Please contact me with any and all questions!

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 3019): Pets, Partners, and Pot Roast, Gary Brower, W 2:00-3:50, Mary Reed 1
Course Description:
“Fish are friends, not food” is the mantra of Bruce the Shark’s 12-step program in Finding Nemo. He wants to counter the impression that sharks are just “mindless eating machines”. Are humans simply “mindless ‘eating’ machines?” “Pets, Partners or Pot-Roast?” seeks to address this question. This is not a course about vegetarianism. Nor is it about animal rights, per se. It is about human morality and ethics. It is an opportunity to engage the question of whether or not humans are simply mindless consumers, users, or abusers, of animals—the emphasis on “mindless”. More specifically, it is engaging in a conversation about moral
consistency and ethical consistency . . . or inconsistency, as the case may be. The world’s religious traditions, and the disciplines of philosophy and science will form the backdrop as we consider issues such as: wildlife and the environment, animals in research, service animals, animals as livestock, animals as pets, and animals as food. Throughout the course we will be asking the questions of “WHERE do we draw the line” on certain issues (e.g., which animals have souls; when is research on animals permissible; how much should we spend on Fido’s health, etc.), as well as “HOW do we draw that line”—that is, what informs our decision-making (‘public good’, logic, science, personal morality, religion, etc.), especially as different authorities provide, and advocate for, contradictory positions?

HNRS 2400-7 (CRN 5231): Mind of a Leader, Karen Loeb, W 10:00-11:50, Mary Reed 1
Course Description:
This course is intended to explore advanced topics in Leadership by examining the relation between human development and leadership behaviors that extend beyond a single occupational or professional domain. Howard Gardner’s book, Leading Minds, will serve as primary text, in which he explores this relationship, as documented in the stories of eleven well-known 20th century leaders. Some of these leaders were direct, some indirect, some innovative, some visionary, some domain-specific, some national leaders. This approach differs from the classical approaches of psychology personality theorists who study leadership behaviors or traits as well as more recent conceptions of transactional and transformational models of leadership which promote a focus on the interactions between leaders and followers. Gardner’s model, instead, emphasizes the connection of the minds of leaders and followers through the compelling narratives that leaders convey. In this course, students will also critically examine the applicability of Gardner’s model to 21st century leaders who head nations, who work for women’s rights in Muslim countries, who campaign on behalf of indigents’ right

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.