Advising Notes for Fall Quarter 2017

Honors Courses for Academic Year 2017-2018

AISC:
Fall - English: Literary Inquiry (Ramke); History: Immigrant Voices (Goodfriend); Acting I (Penner)
Winter – Global Cultural Texts (Gould); Philosophical Approaches to Perception and Reality (Reshotko)
Spring – course on Latin American culture, TBA (Keff)

SISC:
Fall - Economics: Introduction to Micro and Macroeconomics (Yasar)
Winter: no SISC courses offered Winter Quarter
Spring – Principles of Sustainability (Trigoso); Hard Choices in Public Policy (Caldwell)

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

ASEM:
Fall - Diseases in World History (Smith); American Material Culture (Clark)
Winter – Myths of Medieval Encounter, Melleno; Murder in America (Pasko);
Spring – French Revolution (Campbell); American Road Trip (Alfrey)

HSEM:
Fall – Reflection (Taczak); Society, Place, and Health (Hazen); The National Parks: Art and Science (2 sections Alfrey, 2 sections Miller)
Winter – Engaging the Bard I (Alfrey); Migration and Diaspora Narratives (Nwosu); Che Guevara, (Taylor);
Returning from Abroad (Miller); Mind of a Leader (Loeb);
Spring – 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 Winter Quarter, our AISC courses are in English (Literary Inquiry) and Philosophy (Perception and Reality); our SINP sequence is in Geography -Global Environmental Change; and we have no SISC courses. We have two ASEMs (Myths of
Medieval Encounter and Murder in America); and five Honors Seminars, one of which (Returning from Abroad) is for those students coming back from studying abroad in the fall. 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 Winter quarter will begin at 8:00 am on Monday, October 30. You can find this information at http://www.du.edu/registrar/registration/timeassignment.html. Register anywhere you have internet access.

Honors Courses Winter Quarter 2018
(These can also be found at http://www.du.edu/honors/about/course-offerings.html.)

Advanced Seminar (Writing Intensive):
ASEM 2670-1 (CRN 4465): Myths of Medieval Encounter, Daniel Melleno, TR 12:00-1:50, 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.

ASEM 2666-1 (CRN 2857): Murder in America, Lisa Pasko, TF 2:00-3:50, 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.

Analytical Inquiry: Society and Culture:
ENGL 2544-1 (CRN 3205): Globalization and Cultural Texts, Eric Gould, MW 12:00-1:50, Sturm 186
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.

PHIL 2260-1 (CRN 3222): *Philosophical Approaches to Perception and Reality*, Naomi Reshotko, WF 8:00-9:50, Sturm 490

Course Description:
In this class we will concern ourselves with the theoretical hypothesis that our perceptions match up with, and therefore give us information about, an external and independent reality (what we call “the physical world”). In order to engage this issue, we will look at the philosophical explorations of a number of historical figures in the Western Philosophical Tradition.

**Scientific Inquiry: Nature and Physical World:**
2 Sections:
GEOG 1265-1 (CRN 1936): *Global Environmental Change and Sustainability II*, Gary Lavanchy, MW 12:00-1:30, Boettcher West 124
GEOG 1265-4 (CRN 4751): *Global Environmental Change and Sustainability II*, Gary Lavanchy, MW 2:00-3:30, Boettcher West 124

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 II*:
CRN 1937 — GEOG 1265-2: Gary Lavanchy, T 12:00-1:50, Boettcher West 16
CRN 1938 — GEOG 1265-3: Gary Lavaanchy, T 2:00-3:50, Boettcher West 16
CRN 4752 — GEOG 1265-5: Gary Lavanchy, R 12:00-1:50 R, 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; 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**
There are no Honors SISC sections offered Winter Quarter.

**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](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 3459): Che Guevara, Matthew Taylor, T 5:00-6:50, MRB 1

Course Description:
Che Guevara’s spirit lives on. Upon the murder of Ernesto “Che” Guevara in 1967 the Che myth grew and spiraled beyond control, especially beyond the control of Western governments. Millions around the world mourned and continue to mourn his passing. The face of Che adorns millions of t-shirts around the world and revolutionary movements adopt Che Guevara’s image as the symbol of their struggle for freedom. Moreover, scholars flock to the Che Guevara Studies Center in Havana. The list is long. In short, we see the image of Che everywhere, but what do we really know about this young man from an aristocratic Argentine family who, at the age of thirty-six, left behind all of his accomplishments (including important positions in the revolutionary Cuban government) and family to try and save the world with his dream of a tri-continental revolution?

In this seminar we will begin to understand Che Guevara and how he came to fight for change and then go on to symbolize revolution. To understand Che we will read some of his writing and what others have written about him. The goal of this seminar is to understand the man behind one of the most popular and easily recognized images of the last 100 years.

HNRS 2400-2 (CRN 2719), Migration and Diaspora Narratives, Maik Nwosu, T 2:00-3:50, Sturm 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 3071), Mind of a Leader, Karen Loeb, W 10:00-11:50, MRB 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’ rights in South Africa and India, and who expose public policies that restrict opportunities for minorities and women.

HNRS 2400-4 (CRN 2709), Engaging the Bard I: DU Students and the DPS Shakespeare Festival, Alfrey, R 3:00-5:00, MRB1 and on site at Carson Elementary School). This course has a service learning component

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 3628), Returning from Abroad, Keith Miller, R 10:00-11:50
Course Description coming soon!
Returning “home” after an extended period immersed in a difficult culture can be both exciting and challenging. Students returning from studying abroad can experience a variety of emotions as they “reenter” communities upon their return. This seminar intends to provide space and time for students to unpack their experiences from study abroad in a safe environment, assist each student with the integration of these experiences with their overall college experience at the University of Denver, and help students identify future opportunities to build on these experiences.

HNRS 3991-0 (CRN 1441): Honors Independent Study. Contact Shawn 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
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 tell Honors that you are taking this course to fulfill Honors Arts & Humanities or Social Science credit before the quarter begins.