

## **Advising Notes for Winter 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](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 Winter Quarter, we have 2 AISC courses, in History, and Philosophy. Our SINP sequence is in Geography - Global Environmental Change I; and we have no SISC courses. We have 2 ASEM's (Murder in America and American Road Trip), and 5 HSEM's. 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 29. You can find this information at <http://www.du.edu/registrar/registration/timeassignment.html>. Register anywhere you have internet access.

### **Honors Courses Winter Quarter 2019**

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

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

ASEM 2661-1 (CRN 2672): *Murder in America*, Lisa Pasko, WF 8:00-9:50, Sturm 491

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 2423-1 (CRN 5129): *The American Literary Road Trip*, Shawn Alfrey, TR 12:00-1:50, MRB 1

Course Description

This course will explore a variety of texts and documents that can be described in terms of that cherished part of Americana known as "the road trip." The idea of a journey is important in all sorts of literary and cultural traditions. As Frederick Jackson Turner told us back in the 19th century, American cultural identity has hinged on the idea of an ever-receding frontier. The class will explore how the road figures as both a promise and a burden, and how it reflects changing social, cultural, philosophical and even technological issues in American life. Texts by Rebecca Solnit, William Faulkner, Jack Kerouac, Jean Baudrillard, Colson Whitehead, and Cormac McCarthy will be considered. We will also watch a number of films and explore other types of documents from history, journalism, and popular culture.

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

HIST 1510-1 (CRN 4527): *War and the Presidency*, Susan Schulten, MW 12:00-1:50, Margery Reed 217

Course Description:

This course examines five wars in American history, and the relationship of those wars to the sitting presidents. Together we explore the reciprocal influence of Abraham Lincoln and the Civil War, Woodrow Wilson and World War One, Franklin Roosevelt and World War Two, and Lyndon Johnson and the Vietnam War. We will pursue questions such as: To what extent were these presidents' reputations enhanced or damaged by their experience with war? Did the presidents control the nation's entry into these wars? What latitude did they have in decision making, and to what extent were they simply responding to circumstances? How did they understand their position, at the

time as well as in retrospect? How has the Constitution fared in these four conflicts? More generally, is it useful to compare these cases, or is each so radically different from the others that comparisons are of limited use?

PHIL 2260-1 (CRN 2924): *Philosophical Perspectives on Perception and Reality*, Naomi Reshotko, TR 10:00-11:50, 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:**

GEOG 1265-1 (CRN 1879): *Global Environmental Change and Sustainability II*, Donald Sullivan, MW 12:00-1:50, Boettcher 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 1880 — GEOG 1265-2: Donald Sullivan, T 12:00-1:50, Boettcher West 16

CRN 1881 — GEOG 1265-3: 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 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.*

### **Scientific Inquiry: Society and Culture**

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>). *If you have transfer credit for 1133 please contact Shawn to get an override before spring registration.*

### **Honors Seminars**

HNRS 2400-1 (CRN 3024), *Che Guevara*, Matthew Taylor, W 5:00-6:50 Mary Reed 21

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 2571): *Mind of a Leader*, Karen Loeb, W 10:00-11:50, Sturm 333

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 2400-3 (CRN 2837), *Cervantes and the Canon*, Chad Leahy, M 10:00-11:50, Margery Reed 19

Course Description:

*Cervantes and the Canon* introduces honors students to a critical question that is often ignored or taken for granted in the Humanities: how and why are some texts read, enjoyed, studied, and re-published year after year for centuries or even millennia, while other texts are not? Through selected critical readings, we will explore some of the cultural, economic, and political factors that drive Canon formation, and will critically interrogate theories relating to aesthetics, taste, and the alleged universality of some works of art (over others). Our approach to Canon formation will be framed by close selected readings from one of the most 'canonical' works of the Western Canon, *Don Quixote*, a work which is second only to the Bible in the number of translations and editions it has enjoyed since its publications in 1605 and 1615. We will ask how and why *Don Quixote* occupies the place it does, and will study how the work's historical reception over the last four centuries has evolved, paying special attention to adaptations and appropriations of *Don Quixote* in other media—film, art, music, ballet, and graphic novels—while also assessing historical primary source editions and translations, from 1605 onwards.

HNRS 2400-4 (CRN 2563), *Beautiful Investigations*, Graham Foust, T 12:00-1:50, Sturm 235

Course Description:

*I never lived in Wisconsin. One of those images you see as a kid—I might have been six or seven—it was a Sports Illustrated cover. Everybody was completely muddy, so muddy you couldn't see who was wearing what uniform. One guy had a swipe across the helmet where the mud was wiped off, and you could see part of the G through it. For some reason, as a kid, just seeing that G, I became a Green Bay Packers fan. Isn't that weird?*

—Joan Jett, *Esquire* magazine interview, November 2009

I love you Joan, but no, it's not weird at all. In fact, this sort of thing happens to most of us with some frequency. In fact, it's even the subject of a college course—this one! In short, 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'll read books and essays by Crispin Sartwell, Elaine Scarry, A.O. Scott, Dave Hickey, Greil Marcus, Albert Murray, Virginia Postrel, Marilynne Robinson, Wallace Shawn, and Susan Sontag, and we'll watch a film about the photographer Bill Cunningham. In addition to participating in weekly discussions, you'll write weekly short responses and one extended essay.

HNRS 2400-5 (CRN 3104), *Returning from Abroad*, Keith Miller, R 10:00-11:50, Sturm 358

Course Description:

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 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. .*