Advising Notes for Winter Quarter 2020

Honors Courses for Academic Year 2019-2020

AISC (course in the Humanities: English, History, Philosophy, Theatre, Art, Music, Religious Studies, sometimes Communications):
Fall – English: Literary Inquiry: The Pastoral (Ramke); Art History: Images of Culture (Moor)
Winter – Philosophy: Philosophical Approaches to Perception and Reality (Reshotko)
Spring – English: Globalization and Cultural Texts (Gould)

SISC (courses in the Social Sciences: Anthropology, Psychology, Sociology/Criminology, Political Science, Economics, Public Policy, sometimes Communications):
Fall - Economics: Introduction to Micro and Macroeconomics (Urquhart)
Winter: Journalism, Film, and Media Studies: Introduction to Media and Culture (Lieberman)
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
Two options in Biology: 1) Individualized Option (BIOL 1011, 1012, 2010) – begins Winter quarter;
2) Sustaining Life, a year-long embedded honors experience.

ASEM (Advanced Seminar: Culminating Common Curriculum Requirement):
Fall – no ASEMs
Winter – Murder in America (Pasko); American Road Trip (Alfrey); Myths of Medieval Encounter (Melleno)
Spring – TBA

HSEM (Honors Seminar, two kinds: for first years in the fall; for upper class students each quarter):
First year HSEM: Workshop: Denver (fall quarter for first year students: 4 sections, (2 Alfrey, 2 Miller)

Upper level HSEM: (for students with junior standing or higher):
Fall - Reflection and Contemplation (Taczak); Cervantes and the Canon (Leahy)
Winter – Che Guevara, (Taylor); Returning from Abroad (Miller); Mind of a Leader (Loeb); Migration and Diaspora Narratives (Nwosu)
Spring – Ethical Dilemmas in Neurology (Linseman); Reproductive Geographies (Hazen), The Art and Business of Interpretation (Gould)

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, we have 1 AISC course in Philosophy and 1 SISC course in Media, Film, and Journalism Studies. Our SINP sequence is in Geography - Global Environmental Change II. We have 3 ASEM, Myth of Medieval Encounter; American Road Trip, and Murder in America. There are also 4 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 Winter quarter will begin on the morning of Monday, October 28. You can find this information at https://www.du.edu/registrar/registration/timeassignment.html. Register anywhere you have internet access.

Honors Courses Winter Quarter 2020
(These can also be found at http://www.du.edu/honors/about/course-offerings.html.)

Advanced Seminar (Writing Intensive):
ASEM 2423-1 (CRN 3815), American Road Trip, Shawn Alfrey, TR 12:00-1:50
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 William Faulkner, Jack Kerouac, Sherman Alexie, Jean Baudrillard, and Cormac McCarthy will be considered. We will also watch a variety of films and explore other types of documents from history, journalism, and popular culture.

ASEM 2406-1 (CRN 5145), Myths of Medieval Encounter, Daniel Melleno, TR 2:00-3:50
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 2546), Murder in America, Lisa Pasko, WF 10-11:50
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:
PHIL 2260-1 (CRN 2757), Perception and Reality, Naomi Reshotko, TF 12:00-1:50
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: Society and Culture
MFJS 2210-1 (CRN 2542), Introduction to Media and Culture, Rachael Liberman, TR 2:00-3:50
Course Description:
This course is designed to help students develop critical media literacy skills through an introduction to major concepts at the intersection of media, culture and society: (1) production and economic influences on media; (2) professional and cultural components to media industries; (3) the politics of media representations; (4) and media influence and response. Course readings and discussions will allow us to engage these issues from a cultural and critical perspective; for example, rather than simply define media conglomeration, we will explore how conglomerates develop, how they’ve changed the media industry and what this means for the future landscape of media culture. Throughout the quarter, we will address each of these areas as we embark on an engaging journey through the realities of life in our increasingly mediated world.

Scientific Inquiry: Nature and Physical World:
GEOG 1265-1 (CRN 1838): Global Environmental Change and Sustainability II, Donald Sullivan, MW 12:00-1:30, location TBA
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 1839 — GEOG 1265-2: Donald Sullivan, T 12:00-1:50, Boettcher West 16
CRN 1840 — 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 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.

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 2839): Che Guevara, Matthew Taylor, W 5:00-6:50

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.


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 2680): Diaspora Narratives, Maik Nwosu, T 12:00-1:50

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.
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 – must be approved before registration

**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](https://www.du.edu/honors/media/documents/honorscontractform2016.pdf).

Substituting one honors course for another. With permission from Keith or Shawn, students who have already completed the common curriculum requirement in one area may substitute honors courses in a different category for those already completed.