



UNIVERSITY
HONORS
PROGRAM
Live Learn Grow

Ram Orientation Guide

Summer 2021



COLORADO STATE UNIVERSITY

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CSU Land Acknowledgment

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.

There is a very nice video on this website, and we encourage you to spend a few minutes viewing it:
<https://landacknowledgment.colostate.edu/>



The Council Tree, an enormous gnarled cottonwood near the Poudre River, was a well-known gathering point for Arapaho and other Native people on what is now the southeast side of Fort Collins. The tree is referenced in names for a city library branch, a street, and a church.

Photo: Colorado State University Libraries, Archives & Special Collections

Welcome to the University Honors Program

Dear Students and Parents:

We are pleased to welcome you to the University Honors Program (UHP) community and the summer Ram Orientation experience. Our program offers you a challenging and enriching program of studies, and personalized attention and support from the University Honors Program faculty, staff, and peer mentors.

The UHP was founded in 1957 by Professor Willard Eddy with a class of 15 students. The hallmarks of the early program persist—excellent students, outstanding faculty, small classes, and interdisciplinary seminars. But how we’ve grown and developed! There are now over 1,600 students in the program including approximately 480 new first year students for Fall 2021.

We emphasize academics, but also strive to develop well-rounded individuals. The optional Honors Residential Learning Communities in the Academic Village and Edwards Residence Hall provide many opportunities to participate in service and leadership, learning experiences outside the classroom, special events programming, and social activities. Whether or not you choose to live in the Honors Residential Learning Communities, the Honors program offers you a community of support.

Your introduction to Honors begins with an orientation to the Honors experience. You will receive information about the Honors programs of studies, our expectations of Honors students and other valuable information that will help you register for your fall classes during Ram Orientation.

We wish you all the best for a successful and enjoyable year.

Sincerely,

Don Mykles
Director

Emily Morgan
*Assistant
Director*

Melanie Nichols
*Program
Coordinator*

Shivon Pontious
*Honors
Advisor*

Lori Williams
*Program
Assistant*

Kimberly Ross
*Administrative
Assistant*

Summer 2021

Honors Students: High Achievement, High Expectations

Honors students are highly prized by CSU because they are leaders in the classroom and their participation in leadership and service activities is extraordinarily high. The academic performance of Honors students is a major contributor to enriching the learning environment, and their involvement in service and leadership brings enthusiasm, dynamism, and life to the residential community at CSU.

Honors at the collegiate level is a challenge, not a reward. Students in the program have chosen to engage in the academic life of the institution at the highest level. They come to CSU having excellent scholarly credentials and a proven track record of success in high school. We expect them to uphold the values of our program and demonstrate integrity and commitment during their undergraduate career. We are thrilled that these students have chosen to become CSU Rams and Honors Scholars, and we anticipate that we will remain proud of their accomplishments as they continue on their educational path.

Over the years, we have found that the students most satisfied with their Honors experience are the students who joined, not because of the scholarship, priority registration or the opportunity to live in an Honors residence hall, but because of the opportunities they will have to engage in the Honors community more fully, on the CSU campus, in Fort Collins and surrounding area and (increasingly) on an international level. We help our students create a supportive community within a large research institution but we expect them to push themselves and to take advantage of the opportunities that exist here. We encourage our students to reach their full potential through seeking out challenging courses and majors, to participate in campus organizations and to take a leadership role in contributing to making the world a better place.

This year's incoming first year class is approximately 480 students. Although 56% of our new students are from Colorado, our class includes students from 43 other states, international students and "third culture kids" (students who were primarily raised in another country). Females are overrepresented in our incoming class this year at 70% and the average high school GPA for this cohort is 4.2.

We are proud of the accomplishments of all of our Honors students and expect that this year's class will continue to earn accolades because of their academic accomplishments, leadership and service.



ALL UNIVERSITY CORE CURRICULUM

(general education requirements)

Every student at Colorado State University (CSU) must complete the following elements of general education known as the All University Core Curriculum (AUCC). Detailed information on the AUCC is listed in the All-University Core Curriculum section of the General Catalog at catalog.colostate.edu.

The [AUCC core categories](#) are:

Fundamental competencies (6 credits)

- 1A. Intermediate Writing (3 credits)
- 1B. Quantitative Reasoning (3 credits)
- 2. Advanced Writing (3 credits)

Foundations and Perspectives (22 credits)

- 3A. Biological/Physical Sciences (7 credits, including one class with a laboratory)
- 3B. Arts and Humanities (6 credits)
- 3C. Social/Behavioral Sciences (3 credits)
- 3D. Historical Perspectives (3 credits)
- 3E. Diversity and Global Awareness (3 credits)

Total credits: 31

There is also a depth and integration requirement fulfilled by capstone courses in the major.

The AUCC and the Honors Program for first year students entering Fall, 2021

Track 1

Track 1 students complete 18 of the 31 AUCC credit requirements by taking Honors seminars rather than AUCC core classes.

Track 1 benefits incoming first year students by allowing them to satisfy general education requirements through small, interdisciplinary and discussion-based seminars. The Quantitative Reasoning (1B), Advanced Writing (2), and Science (3A) core categories are **not** covered by the Honors Track 1 curriculum. (Note: one of the sophomore seminars will cover a non-lab science course for students who don't have specific science requirements in their major)

Track 2

Track 2 students complete the regular AUCC core and satisfy their Honors requirements by taking a second-year Honors seminar (HONR292A, B, or C) which will satisfy three credits in AUCC category (3A, 3B or 3E, respectively) and upper division Honors courses in their major.

Track 2 is designed for transfer or CSU continuing students but will accommodate incoming first year students with 30 or more AP/IB or college credits in many or most of the following AUCC core categories: 1A, 3B, 3C, 3D and 3E. A list of courses satisfying the AUCC requirements follows on pages 6 and 7.

ALL UNIVERSITY CORE CURRICULUM

Effective Fall 2021

Courses

Category 1 - Basic Competencies

1A - Intermediate Writing (3 credits)

CO 150 College Composition (3 cr)

1B - Quantitative Reasoning (3 credits)

FIN 200 Personal Finance and Investing (3)
MATH 101 Math in the Social Sciences (3)
MATH 105 Patterns of Phenomena (3)
MATH 117 College Algebra in Context I (1)
MATH 118 College Algebra in Context II (1)
MATH 124 Logarithmic and Exponential Function (1)
MATH 125 Numerical Trigonometry (1)
MATH 126 Analytic Trigonometry (1)
MATH 141 Calculus in Management Sciences (3)
MATH 155 Calculus for Biological Scientists (4)

Category 2 - Advanced Writing (3 credits)

BUS 300 Business Writing and Communication (3)
CHEM 301 Advanced Scientific Writing (3)
CO 300 Writing Arguments (3)
CO 301A Writing in the Disciplines-Arts and Humanities (3)
CO 301B Writing in the Disciplines-Sciences (3)
CO 301C Writing in the Disciplines-Social Sciences (3)

Category 3 - Foundations and Perspectives

3A - Biological/Physical Sciences (7 credits)

AA 100 Introduction to Astronomy (3)
AA 101 Astronomy Laboratory (1)
ANTH 120 Human Origins and Variation (3)
ANTH 121 Human Origins and Variation Laboratory (1)
ANTH 274 Human Diversity (3)
BSPM 102 Insects, Science, and Society (3)
BZ 101 Humans and Other Animals (3)
BZ 104 Basic Concepts of Plant Life (3)
BZ 105 Basic Concepts of Plant Life Laboratory (1)
BZ 110 Principles of Animal Biology (3)
BZ 111 Animal Biology Laboratory (1)
BZ 120 Principles of Plant Biology (4)
CHEM 103 Chemistry in Context (3)
CHEM 104 Chemistry in Context Laboratory (1)
CHEM 107 Fundamentals of Chemistry (4)
CHEM 108 Fundamentals of Chemistry Laboratory (1)
CHEM 111 General Chemistry I (4)
CHEM 112 General Chemistry Laboratory I (1)
CHEM 120 Foundations of Modern Chemistry (4)
CHEM 121 Foundations of Modern Chemistry Laboratory (1)
FW 104 Wildlife Ecology and Conservation (3)
GEOL 110 Introduction to Geology-Parks and Monuments(3)
GEOL 120 Exploring Earth: Physical Geology (3)
GEOL 121 Introductory Geology Laboratory (1)
GEOL 122 The Blue Planet: Geology of Our Environment (3)

Fulfilled by HONORS seminar path (Track 1)

HONR 193 Seminar (3)

Not fulfilled by HONORS seminar path

MATH 157 One Year Calculus I (3)
MATH 159 One Year Calculus II (3)
MATH 160 Calculus for Physical Scientists I (4)
MATH 161 Calculus for Physical Scientists II (4)
MATH 255 Calculus for Biological Scientists II (4)
STAT 100 Statistical Literacy (3)
STAT 201 General Statistics (3)
STAT 204 Statistics with Business Administration (3)

Not fulfilled by HONORS seminar path (Track 1)

CO 301D Writing in the Disciplines-Education (3)
CO 302 Writing in Digital Environments (3)
JTC 300 Professional and Technical Communication (3)
JTC 301 Corporate and Professional Communications (3)
LB 300 Specialized Professional Writing (3)

GEOL 124 Geology of Natural Resources (3)
GEOL150 Physical Geology for Scientists/Engrs (4)
GR 204 Sustainable Watersheds (3)
HONR 292A Honors Seminar-Knowing in Sciences (3)
HORT 100 Horticultural Science 4
LAND 220 Fundamentals of Ecology (3)
LIFE 102 Attributes of Living Systems (4)
LIFE 103 Biology of Organisms-Animals and Plants (4)
LIFE 201A Introductory Genetics-Applied Genetics (3)
LIFE 201B Introductory Genetics-Molecular Genetics (3)
LIFE 220 Fundamentals of Ecology (3)
MIP 101 Introduction to Human Disease (3)
NR 120A Environmental Conservation (3)
NR 130 Global Environmental Systems (3)
NR 150 Oceanography (3)
NR 151A Study Abroad: Oceanography Lab (1)
PH 110 Descriptive Physics (3)
PH 111 Descriptive Physics Laboratory (1)
PH 121 General Physics I (5)
PH 122 General Physics II (5)
PH 141 Physics for Scientists and Engineers I (5)
PH 142 Physics for Scientists and Engineers II (5)
WR 204 Sustainable Watersheds (3)

3B - Arts/Humanities (6 credits)

AM 130 Awareness and Appreciation of Design (3)
 ART 100 Introduction to the Visual Arts (3)
 ART 200 Media Arts in Context (3)
 BUS 220 Ethics in Contemporary Organizations (3)
 CS 150 Culture and Coding (3)
 CS 201/PHIL 201 Ethical Computing Systems (3)
 D 110 Understanding Dance (3)
 E 140 The Study of Literature (3)
 E 232 Introduction to Humanities (3)
 E 236 Short Fiction (3)
 E 242 Reading Shakespeare (3)
 E 270 Introduction to American Literature (3)
 E 276 Survey of British Literature I (3)
 E 277 Survey of British Literature II (3)
 ETST 240 Native American Cultural Expressions (3)
 HONR 292B Seminar: Ways of Knowing: Arts/Humanities (3)
 HONR 392 Honors Junior Seminar (3)
 IDEA 210 Introduction to Design Thinking (3)
 INTD 110 Visual Expression of Interior Environments (3)
 LAND 110 Introduction to Landscape Architecture (3)
 LARA 200 Second Year Arabic I (4)
 LARA 201 Second Year Arabic II (4)
 LARA 250 Arabic Language, Lit and Culture in Translation (3)
 LCHI 200 Second Year Chinese I (5)
 LCHI 201 Second Year Chinese II (5)
 LCHI 250 Chinese Language, Lit and Culture in Translation (3)
 LFRE 200 Second Year French I (3)
 LFRE 201 Second Year French II (3)
 LFRE 250 French Language, Lit and Culture in Translation (3)

3C - Social/Behavioral Sciences (3 credits)

ANTH 100 Introductory Cultural Anthropology (3)
 ANTH 232 Soundscapes-Music as Human Practice (3)
 AREC 202 Agricultural and Resource Economics (3)
 AREC 240 Issues in Environmental Economics (3)
 ECON 101 Economics of Social Issues (3)
 ECON 202 Principles of Microeconomics (3)
 ECON 204 Principles of Macroeconomics (3)
 ECON 240 Issues in Environmental Economics (3)
 EDUC 275 Schooling in the U.S. (3)
 ETST 260 Contemporary Indigenous Issues (3)
 ETST 277 Racial Representations of Black Athletes (3)
 GR 100 Introduction to Geography (3)
 HDFS 101 Individual and Family Development (3)
 HONR 492 Honors Senior Seminar (3)

3D - Historical Perspectives (3 credits)

AGED 210 History of Agriculture in the US (3)
 AMST 100 Self/Community in Am Culture, 1600-1877 (3)
 AMST 101 Self/Community in Am Culture Since 1877 (3)
 ANTH 140 Introduction to Prehistory (3)
 ETST 250 African American History (3)
 ETST 252 Asian American History (3)
 ETST 255 Native American History (3)
 HIST 100 Western Civilization, Pre-Modern (3)
 HIST 101 Western Civilization, Modern (3)
 HIST 115 Islamic World to 1500 (3)
 HIST 116 Islamic World since 1500 (3)

3E - Diversity and Global Awareness (3 credits)

AGRI 116 Plants and Civilization (3)
 AGRI 270 World Interdependence-Population and Food (3)
 AM 250 Clothing, Adornment, and Human Behavior (3)
 ANTH 200 Cultures and the Global System (3)
 E 142 Reading Without Borders (3)
 E 238 20th Century Fiction (3)
 E 245 World Drama (3)
 ECON 211 Gender in the Economy (3)
 ECON 212 Racial Inequality and Discrimination (3)
 ETST 100 Introduction to Ethnic Studies (3)
 ETST 205 Ethnicity and the Media (3)
 ETST 253 Chicana History and Culture (3)
 ETST 256 Border Crossings: People/Politics/Culture (3)
 GR 102 Geography of Europe and the Americas
 HONR 292C Honors Seminar: Knowing Across Cultures (3)
 HORT 171 Environmental Issues in Agriculture (3)

Fulfilled by HONORS Track 1

LGER 200 Second Year German I (3)
 LGER 201 Second Year German II (3)
 LGER 251 The Holocaust in Literature and Film (3)
 LITA 200 Second Year Italian I (3)
 LITA 201 Second Year Italian II (3)
 LJPN 200 Second Year Japanese I (5)
 LJPN 201 Second Year Japanese II (5)
 LJPN 250 Japanese Lang.Lit and Culture in Translation (3)
 LRUS 200 Second Year Russian I (3)
 LRUS 201 Second Year Russian II (3)
 LRUS 250 Russian Lang, Lit and Culture in Translation (3)
 LSGN 200 Second Year American Sign Language I (3)
 LSGN 201 Second Year American Sign Language II (3)
 LSPA 200 Second Year Spanish I (3)
 LSPA 201 Second Year Spanish II (3)
 LSPA 230 Spanish for Heritage Speakers (3)
 LSPA 250 Spanish Language, Lit and Culture in Translation (3)
 MU 100 Music Appreciation (3)
 MU 110 Music and Technology (3)
 MU 111 Music Theory Fundamentals (3)
 MU 131 Introduction to Music History and Literature (3)
 MU 133 Survey of Jazz History (3)
 PHIL 100 Appreciation of Philosophy (3)
 PHIL 103 Moral and Social Problems (3)
 PHIL 110 Logic and Critical Thinking (3)
 PHIL 120 History and Philosophy of Scientific Thought (3)
 SPCM 100 Communication and Popular Culture (3)
 SPCM 201 Rhetoric in Western Thought (3)
 TH 141 Introduction to Theatre (3)

Fulfilled by HONORS Track 1

JTC 100 Media in Society (3)
 LEAP 200 Advocacy in the Visual and Performing Arts (3)
 MU 232 Soundscapes-Music as Human Practice (3)
 POLS 101 American Government and Politics (3)
 POLS 103 State and Local Government and Politics (3)
 PSY 100 General Psychology (3)
 PSY 152 Science of Learning (3)
 SOC 100 General Sociology (3)
 SOC 105 Social Problems (3)
 SOC 270 Social Production and Reality (3)
 SOC 271 Body and Society (3)
 SPCM 130 Relational and Organizational Communications (3)
 WS 200 Introduction to Women's Studies (3)

Fulfilled by HONORS Track 1

HIST 120 Asian Civilizations I (3)
 HIST 121 Asian Civilizations II (3)
 HIST 150 U.S. History to 1876 (3)
 HIST 151 U.S. History Since 1876 (3)
 HIST 170 World History, Ancient-1500 (3)
 HIST 171 World History, 1500-Present (3)
 HIST 201 Seminar: Approaches to History (3)
 HIST 250 African American History (3)
 HIST 252 Asian American History (3)
 HIST 255 Native American History (3)

Fulfilled by HONORS Track 1

IE 116 Plants and Civilizations (3)
 IE 179 Globalization: Exploring our Global Village (3)
 IE 270 World Interdependence-Population and Food (3)
 IE 370 Model United Nations (3)
 INST 200 International Approaches to Globalization (3)
 LB 173 Encountering the Global (3)
 MU 132 Exploring World Music (3)
 PHIL 170 World Philosophies (3)
 POLS 131 Current World Problems (3)
 POLS 232 International Relations (3)
 POLS 241 Comparative Government and Politics (3)
 SA 482 Study Abroad (3)
 SOC 205 Contemporary Race-Ethnic Relations (3)
 SOC 220 Global Environmental Issues (3)
 SOCR 171 Environmental Issues in Agriculture (3)

AP Transfer Equivalency Credit – Fall 2021

AP SUBJECT	Score	Credits	Course # for CSU transfer	AUCC
AP Capstone Seminar& Research	5,4	6	Elective	None
Art History	3	3	ART 110	None
Art History	4,5	6	ART 110, ART 111	None
Art Studio-Drawing	3,4,5	3	Art elective	None
Art Studio-2D Design	3,4,5	3	Art elective	None
Art Studio-3D Design	3,4,5	3	Art elective	None
Biology	3	4	LIFE 1++3L	3A
Biology	4	4	LIFE 102	3A
Biology	5	8	LIFE 102, 103	3A
Calculus AB	3, 4, 5	9	MATH 124, 160	1B
Calculus BC	3	5	MATH 124, 160	1B
Calculus BC	4, 5	8	MATH 160, 161	1B
Calculus Sub Score	3,4,5	5	MATH 124,160	1B
Chemistry	3	4	CHEM 1++3L	3A
Chemistry	4	5	CHEM 107/108	3A
Chemistry	5	9	CHEM 111/112/113/114	3A
Chinese Language/Cult	3	5	LCHI 101	None
Chinese Language/Cult	4	10	LCHI 101, 200	3B
Chinese Language/Cult	5	15	LCHI 101, 200, 201	3B
Comparative Government	3	3	POLS1++	3C
Comparative Government	4,5	3	POLS241	3E
Computer Science A	3	4	CS++	None
Computer Science A	4, 5	4	CS 163	None
Computer Science Principles	3,4,5	3	CIS1++ (elective)	None
English - Lang/Comp	3	3	CO130	None
English - Lang/Comp	4	3	CO 150	1A
English - Lang/Comp	5	6	CO130, CO150	1A, 2
English - Lit/Comp	3	3	E140	3B
English - Lit/Comp	4	3	E140,CO130	3B
English - Lit/Comp	5	6	E140, CO150	3B, 1A
Environmental Science	3,4, 5	3	NR1**	3A
French Language & Culture	3	3	LFRE 200	3B
French Language & Culture	4	6	LFRE 200, 201	3B
French Language & Culture	5	9	LFRE 200, 201, 300	3B
German Language & Culture	3	3	LGER 200	3B
German Language & Culture	4	6	LGER 200, 201	3B
German Language & Culture	5	9	LGER 200,201,300	3B
Gov't & Pol. - U.S.	3	3	POLS 1++3C	3C
Gov't & Pol. - U.S.	4, 5	3	POLS 101	3C
History – European	3	3	HIST 100	3D
History – European	4,5	6	HIST 100, 101	3D
History – US	3	3	HIST 150	3D
History – US	4, 5	6	HIST 150, 151	3D
History – World	3	3	HIST 171	3D
History – World	4, 5	6	HIST 170, 171	3D
Human Geography	3	3	GR1++	None
Human Geography	4, 5	3	GR 100	3C
Italian Lang and Culture	3	3	LITA 200	3B

Italian Lang and Culture	4	6	LITA 200, 201	3B
Italian Lang and Culture	5	9	LITA 200, 201, 3++	3B
Japanese Lang/Cult	3	5	LJPN101	None
Japanese Lang/Cult	4	10	LJPN101, 200	3B
Japanese Lang/Cult	5	15	LJPN101, 200, 201	3B
Latin	3	3	LLAT 2++	None
Latin	4	6	LLAT 2++	None
Latin	5	9	LLAT 2++ (6), LLAT 3++ (3)	None
Macroeconomics	3, 4, 5	3	ECON 204	3C
Microeconomics	3, 4, 5	3	ECON 202	3C
Music Theory	3, 4, 5	3	MU111	3B
Music Theory Aural	3, 4, 5	0	No Credit	
Music Theory Non-aural	3, 4, 5	0	No Credit	
Physics 1: Algebra based	3,4,5	5	PH121	3A
Physics 2: Algebra based	3, 4, 5	5	PH122	3A
Physics C: Mechanics	3, 4, 5	5	PH 141	3A
Physics C: Electricity/Magnetism	3,4,5	3	PH1++3L	3A
Psychology	3	3	PSY 1++3C	3B
Psychology	4, 5	3	PSY 100	3C
Spanish Language & Culture	3	3	LSPA 200	3B
Spanish Language & Culture	4	6	LSPA 200, 201	3B
Spanish Language & Culture	5	9	LSPA 200, 201, 300	3B
Spanish Literature & Culture	3	3	LSPA 200	3B
Spanish Literature & Culture	4	6	LSPA 200, 201	3B
Spanish Literature & Culture	5	9	LSPA 200, 201, 310	3B
Statistics	3	3	STAT 1++	1B
Statistics	4,5	3	STAT 201	1B

<https://registrar.colostate.edu/advanced-placement-ap/>

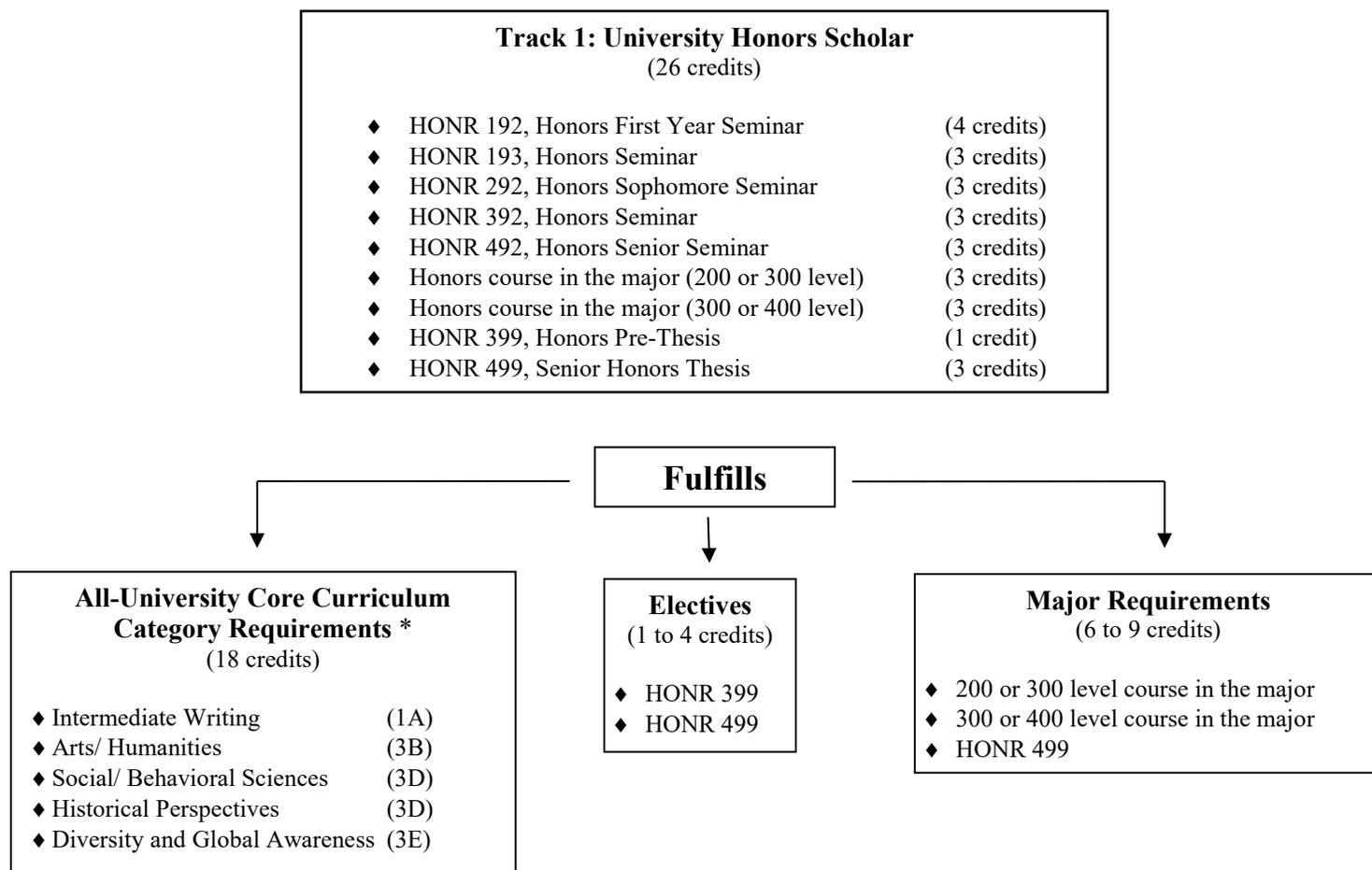
IB Equivalency Credit – Fall 2021

Examination	Standard Level	Credit	Higher Level	Credit	AUCC Cat
Biology (score of 4-7)	BZ 110,111	4	Life 102	4	3A
Business & Mgt- score of 4-7	BUS 1++	3	BUS 2++	6	None
Chemistry (score of 4-7)	CHEM107/108	5	CHEM 111,112, 113, 114	9	3A
Computer Science - score of 4-7	CS1++	3	CS1++	3	None
Dance - score of 4	D110	3	No credit awarded	0	3B
Dance - score of 5-7	D110	3	D110, 220A	5	3B
Design Technology	No credit awarded	0	No credit awarded	0	
Economics - score of 4-7	ECON202, ECON204	6	ECON202, ECON204	6	3C
English A: Lang & Lit - Score of 4	CO130	3	CO130	3	None
English A: Lang & Lit- Score of 5, 6, 7	CO130	3	E140, CO150	6	3B,1A
English A: Lit - Score of 4	E140	3	E140	3	3B
English A: Lit - Score of 5/6/7	E140	3	E140, CO150	6	3B, 1A
English B - Score of 4	No credit	0	E140, CO150 & elective	9	3B, 1A
English B: Score of 5/6/7	No credit	0	E140, CO150 & electives	12	3B, 1A
Environmental Systems (4-7)	NR130	3	exam not offered		3A
Film - score of 4-7	SPCM1++	3	SPCM1++	6	None
Foreign Language: see website					
Geography - score of 4 to 7	GR100	3	GR100, GR210	6	3C
Global Politics - score of 4 to 7	POLS232	3	POLS232	3	3E
History - score of 4-7	HIST1+++3D	3	Exam not offered		3D
History - Africa - score of 4	Exam not offered	0	Under review	6	3D
History - Americas -score of 4	Exam not offered	0	HIST150, 151	6	3D
History- Asia & Oceania - 4 to 7	Exam not offered	0	HIST120, 121	6	3D
History - Europe - 4 to 7	Exam not offered	0	HIST 1+++3D, HIST1++	6	3D
Info Tech in a Global Society 4-7	CIS 1++	3	CIS 1++	3	None
Literature and Performance - 4	TH 1++	3	exam not offered	0	none
Literature and Performance - 5-7	TH 2++, E245	9	exam not offered	0	none
Math, Further (score: 4-7)	exam not offered	0	MATH 1++1B	3	1B
Mathematics - score of 4-7	Math117,118,124,125,126, 141	9	MATH117,118,124,125,126,160	9	1B
Math Studies - score of 4-7	Elective Credit (AUCC 1B)	3	exam not offered	0	1B
Music - score of 4-7	MU100	3	MU111	3	3B
Philosophy (score 4-7)	PHIL100	3	PHIL100	3	3B
Physics - score of 4-7	PH110, 111	4	PH121, 122	10	3A
Psychology - score of 4-7	PSY 1+++3C	3	PSY 100, 250	6	3C
Social & Cultural Anthropology 4-7	ANTH 100	3	ANTH 100	3	3C
Sports, Exercise & Health Sci 4-7	HES 1++	3	exam not offered	0	None
Theatre Arts - score of 4-7	TH141	3	TH141	3	3B
Visual Arts - score of 4-7	ART 1+++3B	3	ART 1+++3B	3	None
World Religions (4-7)	PHIL170	3	No exam offered	3	3E

Link for more: <https://registrar.colostate.edu/international-baccalaureate-ib/>

Track 1 Requirements

Track 1 fulfills 18 of CSU's 31 general education credit requirements (All-University Core Curriculum) and is well suited for incoming first-year students who need to take courses which satisfy the following AUCC categories: Composition, Arts/Humanities (6 credits), Social/Behavioral Sciences, Historical Perspectives, and Diversity/Global Awareness. The Track 1 curriculum consists of five interdisciplinary Honors seminars, two Honors courses in the student's major, the Honors pre-thesis, and the senior Honors thesis or creative activity. Track 1 fulfills 18 credits of the AUCC, 1 elective credit, and 9 credits in the student's major. The diagram below illustrates the AUCC and major requirements fulfilled by Track 1. Students who complete Track 1 with at least a 3.5 cumulative GPA at graduation receive the designation "University Honors Scholar" on their diplomas and transcripts.



The Honors Core fulfills 5 of the 8 AUCC categories. To complete the University's general education (AUCC) requirements, Track 1 students must fulfill the remaining categories of Quantitative Reasoning (1B), Advanced Writing (2), and Biological/Physical Sciences (3A). Special Honors sections of regular courses are offered in these categories. In addition, many majors that require Public Speaking (SPCM200) will accept the Honors core to satisfy their departmental requirement.

HONR192 Seminars – Fall 2021

Section 1: Wild Thinking: Creativity in Art, Science, and Business- Prof. Francie Glycenfer MWF 9:00-9:50 AM (CRN: 62945)

Is creativity the exclusive domain of artists? Or does the creative process occur in other fields such as science and business? This course will demonstrate the value of creativity in our lives, in our work and within the broader context of culture. Everyone will be given the opportunity to access their own creative potential as well as enhancing creativity in others. A creative interdisciplinary approach will emphasize discovering the relationships that can be built in both the classroom and culture. Creative explorations in art, science and business will enhance the understanding and experience for students.



Section 2: North American Empires – Prof. Doug Sheflin TR 2:00-3:15 PM (CRN: 62948)

In some circles, “empire” is a dirty word. It connotes tyranny and authoritarianism, the use of military power to exert control, and the abuse and subjugation of defeated peoples. Others argue that “empire” is something for which nations should strive to become. It suggests a level of power and influence often unparalleled and it ensures that the empire enjoys autonomy and independence on a regional, and sometimes global, scale. What if the truth about empire is somewhere between the good and the bad? In this course, we will utilize the history of empires in North America to better understand the development of the United States and its role in the hemisphere and the world. The study of empires presents a unique venue to view the interaction, and often the clash, of different cultures and disparate world views. In tracing the development of empires on the continent from 1776 to the present, we will utilize environmental, military, political, social, and economic history to explore how the history of empires can inform our understanding of empires today, affording us the chance to better appreciate the sometimes inspirational and sometimes ugly – but always complex – history of the United States.



Section 3: Wild Thinking: Creativity in Art, Science, and Business- Prof. Francie Glycenfer MWF 10:00-10:50 AM (CRN: 62950)

Is creativity the exclusive domain of artists? Or does the creative process occur in other fields such as science and business? This course will demonstrate the value of creativity in our lives, in our work and within the broader context of culture. Each individual will be given the opportunity to access their own creative potential as well as enhancing creativity in others. A creative interdisciplinary approach will emphasize discovering the relationships that can be built in both the classroom and culture. Creative explorations in art, science and business will enhance the understanding and experience for students.



Section 4: International Graphic Novels –Prof. Ashley Davies MWF 2:00-2:50 PM (CRN: 62952)

By reading a variety of international graphic novels we'll begin to understand different cultures: their values, their relationships, and their narrative and artistic styles. Through our exploration, we'll challenge the simplistic thinking that often reduces a nation to a caricature or a stop at Disney's Epcot. In the Brazilian *Daytripper*, we'll consider how celebration of a sea goddess influences the work and demonstrates the complex history of a country. Moving to African Comics, we'll see modern superheroes and re-imagined history. In Israel, Modan's *Exit Wounds* will help us think through family relationships marked by ongoing political turmoil. *Ranma 1/2* from Japan is a delightful tale of high schoolers dealing with gender expectations. Finally, we'll move to Europe with the French graphic novel *Blue is the Warmest Color* to think about more about romantic relationships. In each geographic area, we'll look at samples of work from these locations to get a better sense of patterns. Using the interdisciplinary approach of cultural studies, we'll consider the connections between the personal, the familial, and the national identity. By bringing graphic novels and scholarly work together, we will develop a better understanding of our increasingly global world and work towards more complex multicultural perspectives.



Section 5: Sexuality Across the Lifespan- Prof. Jen Krafchick

TR 12:30-1:45 PM (CRN: 62954)

We are sexual beings from the moment we are born until we die. Cultures around the world have different perspectives and ideas about sexuality. We will use a developmental lens to examine changing attitudes about sexuality. This seminar will be discussion oriented and guide students towards an understanding of the diversity and breadth of sexuality. Students will explore how sexuality is influenced by society, the media, religion, and other institutions. We will consider cultural influences on sexual expression, sex as depicted in popular culture, sexual violence, sexual stereotypes, and double standards.



Section 6: Twentieth Century American Gangsters – Professor Pam Vaughan Knaus

MWF 12:00- 12:50 pm (CRN: 62956)

American gangsters in the twentieth century: this class hopes to suggest larger interpretive guidelines for better understanding the epoch. America’s gangsters are best understood not as an aberration, but as an integral part of American history. The twentieth century was a time of intense conflict and millennial expectations, and Italians were at the very heart of mobsters, rum-runners and ‘tough guys.’ Gangsters were not as powerful in the 1920s as is often assumed, nor was law enforcement as much on the defensive. The insurgent political and social movements of the last century--including immigrant unrest and governmental power, Prohibition, the Federal Bureau of Investigation, and gambling--drew from even as they sought to transform values and beliefs deeply rooted in American political culture. Students will take from this course some sense of how gangsters served for many Americans as fact and fiction, regarding United States history in the last century.



Sections 7: The Power of Community: Understanding Human Sustainability - Prof. Anne Marie Merline

TR 11:00 am-12:15 pm (CRN: 62958)

Using the book “Happy City” as a guide, we will explore together the secrets of living a happy and sustainable life. As the human race migrates back to urban environments, we examine our social selves as a part of living environment. We will begin by trying to identify what makes a city great. Successful cities are no accident - it requires a lifetime of good planning that takes people, planet, profit and, of course, purpose into consideration. We will discover that our public lives and/or civic well-being is positively linked to personal well-being. We travel the world via E2-- a PBS series that shows how different cities around the world have become happy cities. Is the secret ingredient public spaces for walking, biking, and recreating as in Bogotá Columbia? Is it through a bike share program in Paris? A garden in Cairo? So many cultures, and so many ways to build successful communities.



Section 8: Pompeii: Death of a Roman City- Prof. Emily Wilson

MWF 3:00 – 3:50 PM (CRN: 62960)

When Mt. Vesuvius erupted on August 24, 79 CE, it buried the people and town of Pompeii in over 12 feet of ash, killing any who were left in the city, and preserved the ruins to an extraordinary degree, including Roman brothels, the first ‘beware of dog’ sign, ancient papyrus scrolls with Roman books on them (now burnt to a crisp), a Roman ‘Lamborghini,’ and even bread that had just been pulled from the oven! This class will explore various facets of life in Pompeii that we can learn from the archaeological remains, including prostitution, gladiatorial contests, what the gods looked like, where Romans drank their wine (at the many, many neighborhood bars), how they decorated their houses, and even the types of food they ate! We will also look at the dead of Pompeii, which can illuminate who walked its streets - from the lowliest slave to the most noble of aristocrats - as well as the animals who served as farm labor, pets, and guardians (bodies of dogs, donkeys, horses have been found). Finally, a secondary goal is to introduce students to the basic sets of evidence available to any scholar of this world (archaeology, literary texts, inscriptions, papyrus scrolls, etc.) and utilize them all to come to a more holistic understanding of what life in Roman Pompeii was like.



Section 9: "You Are What You Eat" - Food in Our Everyday Life – Prof. Jana Raadik Cottrell
MW 12:00- 1:45 PM (CRN: 62962)

Anthelme Brillat-Savarin wrote in, *Physiologie du Gout, ou Meditations de Gastronomie Transcendante, 1826*: "Dis-moi ce que tu manges, je te dirai ce que tu es." [Tell me what you eat and I will tell you what you are]. The phrase, rooted in the French culture of food appreciation entered the public consciousness in America most likely in 1940's, but truly got a new lease of life in the 1960's hippy era and stayed with us since then. From the individual belief in a healthy diet to the organic/slow food movement as a social phenomenon, issues of food in our life today are related to critical issues of consumerism, sustainable development, social justice, and even political stability.



This course adopts an experiential education approach to critically address issues related to food in our everyday life from the aspects of personal choice and consumerism, overproduction, waste, and food shortage, and many other. Relationships between food and identity as cultural phenomenon are discussed to address the role of food as a cultural ambassador. Food as state of art today is more than *haute cuisine* of yesterday; it is the creative exploration of opportunities for a positive change. Food as a social phenomenon today invites us to explore the ways to simplify our lives, cultivate community and spend more time with friends and family. Community gardens, farmers markets, slow food movement are few examples of re-evaluation the role of food in our lives.

Through discussions, literary and media explorations, observations, and practical hands-on experiences, you together with your instructor will try to answer the questions of concern: How to make more healthy, tasty and sustainable choices in your everyday food palette as a student? Why does it matter where our food comes from? What does it mean "you are what you eat"?

Section 10: How Wildlife Influences Human Society – Prof. Nicole Vieira
MWF 11:00-11:50 am (CRN: 62964)

Our interactions with wildlife have shaped the course of human society and influence our wellbeing. In early human societies, wild animals served as food and shamanistic totems, and the domestication of wildlife led to major agricultural progress for hunter-gatherer societies. Skipping ahead to Darwin's era, observations of variation in wildlife led to the theory of evolution via natural selection, one of the most important and controversial scientific discoveries of all time. Ultimately, the study of critters widened the rift between science and religion. In modern times, wildlife provides important ecosystem services to humans, like pollination, and they also provide educational opportunities for us to discover more about our moral and ecological standing. In this course, we will cover these fundamental human-wildlife relationships, and will also explore "unusual" influences animals have had on us as exotic pets, as inspiration for children's tales and horror film, as threats through man eating and zoonotic disease transmission, and as psychological cultivators of healing and empathy. We will explore these weird ties with wildlife through popular literature and film, philosophical and spiritual reflection, creative group projects, and outdoor exploration of our campus environment!



Section 11: The Power of Community: Understanding Human Sustainability. – Prof. Anne Marie Merline
TR 12:30-1:45 pm (CRN:62966)

Using the book "Happy City" as a guide, we will explore together the secrets of living a happy and sustainable life. As the human race migrates back to urban environments, we examine our social selves as a part of living environment. We will begin by trying to identify what makes a city great. Successful cities are no accident - it requires a lifetime of good planning that takes people, planet, profit and, of course, purpose into consideration. We will discover that our public lives and/or civic well-being is positively linked to personal well-being. We travel the world via E2-- a PBS series that shows how different cities around the world have become happy cities. Is the secret ingredient public spaces for walking, biking, and recreating as in Bogotá Columbia? Is it through a bike share program in Paris? A garden in Cairo? So many cultures, and so many ways to build successful communities.



Section 12: What We Can Learn from the Ancient Greeks about Women, Men, and the Human Condition – Prof Lee. Cooper

MWF 9:00 -9:50 am (CRN: 62968)

This multi-disciplinary seminar is for students with little or no background in ancient Greek history, literature, philosophy, and culture. Some of the questions that the discussions and readings will examine are: What motivates individuals and societies: Honor? Security? Material wealth? What role does sex, gender and power play? Are our choices free or determined? What are the consequences when decisions are based more on illusion and emotion rather than reality and factual truth? Which ethical standards prevent wrongdoing? How important is leadership in determining military and political success or failure? Why do men go to war? How do they justify their actions? Does human happiness depend on substantial wealth or accomplishment? Contemporary readings will explore which ancient perspectives on human life, mortality, relationships, power and freedom are still relevant.



Section 13: Who Changes the World? An Exploration of the “Renegade” – Prof Nora Hickey

TR 3:30 PM – 4:45 PM (CRN: 71250)

What is a renegade—a rogue or rebel? An outsider or pioneer? In this course, we will explore the role of the renegade in arts, literature, history, and more from the emergence of Jazz to the modern tale of Timothy Treadwell as told in Werner Herzog’s *Grizzly Man*. Our studies will focus on how renegades challenged the *status quo* and pushed for change. In particular, we will examine how people throughout centuries and across geography portray and celebrate, or deride, the diversity and dynamism of those that forged their own, new paths, in whatever situation they found themselves—some more ideal than others.

We'll discuss renegades who have reached "success," and also study those that have met worse fates, perhaps due to their boundary pushing. We will examine renegades who went against the grain for all different purposes, and in varied ways—from the forceful to the quiet. And we will explore how context works to shape our perception of who is “bad” or “good” in their rebellion. Through our critical written and oral examinations of renegades, we will be able to articulate aspects of our own desires to buck the system.



Section 14: The 1960s in America: Moving Forward or Falling Apart? – Prof. Pam Vaughan-Knaus

MWF 2:00- 2:50 pm (CRN: 62972)

While making no claim to be offering a total interpretation of the 1960s in America, this class will suggest interpretive guidelines for understanding the decade. The 1960s are best examined not as an aberration, but as an integral part of American history. It was a time of intense conflict and millennial expectations, similar in many respects to the one Americans endured a century earlier—with results as mixed, ambiguous and frustrated as those produced by the Civil War. Liberalism was not as powerful in the 1960s as is often assumed, nor equally was conservatism as much on the defensive. The insurgent political and social movements of the decade—including student unrest and Black Power, the New Left, environmentalism, and feminism—drew from, even as they sought to transform, values and beliefs deeply rooted in American political culture. Ideally, students will take from this course how the 1960s served for a generation of Americans as the dramatization of our humanity. In the process, students will be exposed to several historical mediums including film, music, and a tremendous amount of lively class discussion.



Section 15: Leisure in Your Life-A Look at Leisure, Recreation, and Work in Contemporary Society -

Professor Jana Raadik Cottrell

TR 12:30- 1:45 pm (CRN: 62974)

To paraphrase Socrates, there is no greater question than “how we should live”. Thus, the issues of value related to time, leisure and work directly address this question. Your course is about leisure in your life, what it means, and what it could mean. You will be asked to think about your own values and behavior. What makes you happy? What kind of experiences do you seek to enhance your life? What do you do when you are relatively free to choose? How do your choices affect your happiness, your health, your family, your friends, and society? Compared to a few decades ago, distinctive boundaries between leisure and work time have blurred; thus, meaningful experiences acquired through leisure, recreation and travel are even more important for a quality of life. Designed to introduce recreation and travel studies, this seminar encourages you to start examining leisure as it relates to your life and then broaden your understanding to include the rest of the world in the context of healthy lifestyles and livelihoods.



Section 16: Imagining Paris: On Dreams and Reality in the City of Light – Prof Leah Holz

MWF 9:00– 9:50 AM (CRN: 62976)



Paris between World Wars One and Two in the 1920s and 30s is often depicted as a cultural melting pot where artistic and cultural innovations took center stage. Paris at that time of *les années folles* (the “crazy years”) appears freeing, open-minded, and the place to go for budding artists to explore their identities. This course aims to analyze representations of Paris that go beyond romantic imaginations of the city. We will examine Paris in musicals, art, film, music, and novels alongside main artistic and cultural movements that spread outside the city and include: surrealism, the Harlem Renaissance, French colonialism, and the Négritude movement. In this course, students will experience, read, scrutinize, analyze, and discuss a variety of sources and will reflect critically upon the time period as it relates to present-day imaginations of Paris. We will address the questions of how human experiences are translated into art and the cultural implications of art, specifically during the 20th and 21st-centuries in Paris. We will examine societal institutions and the implications of individual and collective behaviors and the impacts on cultural relationships during this time period.

Section 17: The American West: History and Myth – Prof Mary Elkins

MWF 9:00 AM – 9:50 AM (CRN: 63134)

The story of America is, to a large extent, the story of the American West. The histories of New England and the American South and North are significant, of course, but the West and, specifically the movement West, serve as the enduring symbol of American self-definition. In the words of Woodrow Wilson, the 28th President of the United States, “The West has been the great word of our history; the westerner has been the type and master of our American life.” It is in this context that this course will consider our topic. We will read, view, and discuss the “facts” of the West and its history and, most especially, the narratives and myths that have grown out of and surround the West. We will consider significant historical moments and events and ideas, larger-than-life characters, both Native Americans and newcomers. We will examine the roles played by the Native Americans, both cooperative and hostile, as warriors, neighbors and victims. Finally, we will see how these narratives and myths have played out throughout the centuries and are still playing out in our own day.



Section 18: How Wildlife Influences Human Society – Prof. Nicole Vieira

MWF 2:00- 2:50 pm (CRN: 63817)

Our interactions with wildlife have shaped the course of human society and influence our wellbeing. In early human societies, wild animals served as food and shamanistic totems, and the domestication of wildlife led to major agricultural progress for hunter-gatherer societies. Skipping ahead to Darwin's era, observations of variation in wildlife led to the theory of evolution via natural selection, one of the most important and controversial scientific discoveries of all time. Ultimately, the study of critters widened the rift between science and religion. In modern



times, wildlife provides important ecosystem services to humans, like pollination, and they also provide educational opportunities for us to discover more about our moral and ecological standing. In this course, we will cover these fundamental human-wildlife relationships, and will also explore “unusual” influences animals have had on us as exotic pets, as inspiration for children’s tales and horror film, as threats through man eating and zoonotic disease transmission, and as psychological cultivators of healing and empathy. We will explore these weird ties with wildlife through popular literature and film, philosophical and spiritual reflection, creative group projects, and outdoor exploration of our campus environment!

Section 19: Food Controversies: Growing Food in a Changing World – Prof. Dana Hoag

TR 11:00 am-12:15 pm (CRN: 64089)

Through the early 20th century the United States fed a growing population by expanding land use. When the land ran out, growth was fueled by amazing gains in technology, including hybrid corn, improved fertilizers and pesticides, and most recently genetically modified organisms (GMO’s). By mid-century, people started to question agricultural intensification, which put the actions of farmers and ranchers under increasing public scrutiny. The way food is grown and sold can have profound impacts on humans, animals and the environment. Consequently, people not living on farms want a say on how farmers use nutrients and pesticides, their land, their water and their livestock. Have you ever wondered if you should eat meat, or food with GMO’s? Is it good to buy locally? Does the good from pesticides and GMOs outweigh the bad? Which farming practices are sustainable and which are not? This class will focus on how farmers can serve a market where consumers have such different views about these important questions. To make the class more meaningful and fun, students will present their views and help lead discussions on these topics. Each student will also propose a solution to improve sustainability.



Section 20: The 1960s in America: Moving Forward or Falling Apart? – Professor Pam Vaughan Knaus

MWF 1:00- 1:50 pm (CRN: 64091)

While making no claim to be offering a total interpretation of the 1960s in America, this class will suggest interpretive guidelines for understanding the decade. The 1960s are best examined not as an aberration, but as an integral part of American history. It was a time of intense conflict and millennial expectations, similar in many respects to the one Americans endured a century earlier--with results as mixed, ambiguous and frustrated as those produced by the Civil War. Liberalism was not as powerful in the 1960s as is often assumed, nor equally was conservatism as much on the defensive. The insurgent political and social movements of the decade--including student unrest and Black Power, the New Left, environmentalism, and feminism--drew from, even as they sought to transform, values and beliefs deeply rooted in American political culture. Ideally, students will take from this course how the 1960s served for a generation of Americans as the dramatization of our humanity. In the process, students will be exposed to several historical mediums including film, music, and a tremendous amount of lively class discussion.



Section 21: Science, Ethics, and Policy – Prof. Melissa Edwards

TR 2:00-3:15 pm (CRN: 64092)

Scientific technologies and advancements are commonplace in our daily lives. Whether we know much about them ourselves or not, we regularly see news articles about them or even engage in biased discourse on such topics as gene editing, vaccinations, GMO's, stem cell research, etc. But how do we better understand how these technologies impact our world without further context? In this interdisciplinary course, we will examine key issues of how culture and ethics define the constraints of scientific research and how our public perception and politics influence its advancement. First, we will explore global ethical differences in scientific research between the US, Europe, and Asian countries. Next, we will examine the “who” and “how” of laws and regulations for these technologies. Lastly, we will discuss how the opinion of the public and generalized perceptions impact the process of policy and research. Throughout these topics we will address prior technologies; their regulations and public opinion as well as critique those in the present and then extrapolate to future scenarios. Readings and daily discussions will be key to enhancing your understanding. No prior knowledge of various scientific technologies is required.



Section 22: Leisure in Your Life-A Look at Leisure, Recreation, and Work in Contemporary Society - Professor Jana Raadik Cottrell

TR 2:00 -3:15 pm (CRN: 64094)

To paraphrase Socrates, there is no greater question than “how we should live”. Thus, the issues of value related to time, leisure and work directly address this question. Your course is about leisure in your life, what it means, and what it could mean. You will be asked to think about your own values and behavior. What makes you happy? What kind of experiences do you seek to enhance your life? What do you do when you are relatively free to choose? How do your choices affect your happiness, your health, your family, your friends, and society? Compared to a few decades ago, distinctive boundaries between leisure and work time have blurred; thus, meaningful experiences acquired through leisure, recreation and travel are even more important for a quality of life. Designed to introduce recreation and travel studies, this seminar encourages you to start examining leisure as it relates to your life and then broaden your understanding to include the rest of the world in the context of healthy lifestyles and livelihoods.



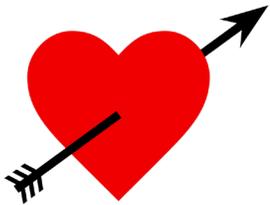
Section 23: Empowered by Education: An Exploration of Teaching and Learning Practices – Prof. Sonja Hollingsworth

TR 5:00-6:15 pm (CRN: 64412)

What happens in classrooms is not accidental; learning activities, grading practices, curriculum and classroom climate are all reflective of choices teachers make informed by their own educational philosophies. The study of this phenomena is known as “pedagogy.” This course empowers students to evaluate their educational experiences by acknowledging all of the philosophical and human dimensions of teaching and learning. Learners investigate the “art and science” of teaching and learning by surveying some of the most influential political, economic, social, and cultural conditions that have impacted education. Through this work, learners will leave empowered and better able to understand the schooling processes of which they are a part.



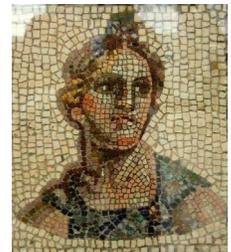
Section 24: The Power of Love; the Love of Power – Prof. Anne E. Scott
MWF 11:00 – 11:50 am (CRN: 65689)



Does “true love” exist? In what ways does power corrupt? What might a powerful love look like, and when does power resemble love? In this course, we will explore these two complex concepts – their nature, function, interrelationship, motivations, and manifestations. We will also explore the ways in which love and power, and their relationship, lie at the root of so much human achievement, whether for good or ill. We will define, re-define, and contextualize these concepts through a cross-cultural and interdisciplinary perspective provided for us through a carefully selected body of literature: creation myths, short stories, novel, poetry, drama, political theory, spiritual writings, psychology, cultural criticism, and theology. We will also discuss the important corollaries and “kissing cousins” of love and power—e.g., compassion, affection, sympathy, empathy, kindness, charity, ambition, achievement, prestige, and reputation—which underlie our expressions of love and power, drive our successes or failures, and might earn us praise or blame. Finally, we will also discuss two films that illustrate the complexities of these two concepts. Be prepared for engaging discussions, small-group work, academic essays and revisions, a research project, and oral communication practice – all designed to hone your writing, reading, speaking, and thinking skills as we make our way through an exciting semester focused on love and power.

Section 25: Pompeii: Death of a Roman City- Prof. Emily Wilson
MWF 10- 10:50 am (CRN: 65690)

When Mt. Vesuvius erupted on August 24, 79 CE, it buried the people and town of Pompeii in over 12 feet of ash, killing any who were left in the city, and preserved the ruins to an extraordinary degree, including Roman brothels, the first ‘beware of dog’ sign, ancient papyrus scrolls with Roman books on them (now burnt to a crisp), a Roman ‘Lamborghini,’ and even bread that had just been pulled from the oven! This class will explore various facets of life in Pompeii that we can learn from the archaeological remains, including prostitution, gladiatorial contests, what the gods looked like, where Romans drank their wine (at the many, many neighborhood bars), how they decorated their houses, and even the types of food they ate! We will also look at the dead of Pompeii, which can illuminate who walked its streets - from the lowliest slave to the most noble of aristocrats - as well as the animals who served as farm labor, pets, and guardians (bodies of dogs, donkeys, horses have been found). Finally, a secondary goal is to introduce students to the basic sets of evidence available to any scholar of this world (archaeology, literary texts, inscriptions, papyrus scrolls, etc.) and utilize them all to come to a more holistic understanding of what life in Roman Pompeii was like.



Section 26: Imagining Paris: On Dreams and Reality in the City of Light – Prof Leah Holz
MWF 12- 12:50 pm AM (CRN: 67208)



Paris between World Wars One and Two in the 1920s and 30s is often depicted as a cultural melting pot where artistic and cultural innovations took center stage. Paris at that time of *les années folles* (the “crazy years”) appears freeing, open-minded, and the place to go for budding artists to explore their identities. This course aims to analyze representations of Paris that go beyond romantic imaginations of the city. We will examine Paris in musicals, art, film, music, and novels alongside main artistic and cultural movements that spread outside the city and include: surrealism, the Harlem Renaissance, French colonialism, and the Négritude movement. In this course, students will experience, read, scrutinize, analyze, and discuss a variety of sources and will reflect critically upon the time period as it relates to present-day imaginations of Paris. We will address the questions of how human experiences are translated into art and the cultural implications of art, specifically during the 20th and 21st-centuries in Paris. We will examine societal institutions and the implications of individual and collective behaviors and the impacts on cultural relationships during this time period.

Section 27: The Power of Love; the Love of Power – Prof. Anne E. Scott

MWF 10:00 – 10:50 am (CRN: 67240)

Does “true love” exist? In what ways does power corrupt? What might a powerful love look like, and when does power resemble love? In this course, we will explore these two complex concepts – their nature, function, interrelationship, motivations, and manifestations. We will also explore the ways in which love and power, and their relationship, lie at the root of so much human achievement, whether for good or ill. We will define, re-define, and contextualize these concepts through a cross-cultural and interdisciplinary perspective provided for us through a carefully selected body of literature: creation myths, short stories, novel, poetry, drama, political theory, spiritual writings, psychology, cultural criticism, and theology. We will also discuss the important corollaries and “kissing cousins” of love and power—e.g., compassion, affection, sympathy, empathy, kindness, charity, ambition, achievement, prestige, and reputation—which underlie our expressions of love and power, drive our successes or failures, and might earn us praise or blame. Finally, we will also discuss two films that illustrate the complexities of these two concepts. Be prepared for engaging discussions, small-group work, academic essays and revisions, a research project, and oral communication practice – all designed to hone your writing, reading, speaking, and thinking skills as we make our way through an exciting semester focused on love and power.



Section 28: The American West: History and Myth – Elkins, Mary

MWF 12:00– 12:50 PM (CRN: 67714)

The story of America is, to a large extent, the story of the American West. The histories of New England and the American South and North are significant, of course, but the West and, specifically the movement West, serve as the enduring symbol of American self-definition. In the words of Woodrow Wilson, the 28th President of the United States, “The West has been the great word of our history; the westerner has been the type and master of our American life.” It is in this context that this course will consider our topic. We will read, view, and discuss the “facts” of the West and its history and, most especially, the narratives and myths that have grown out of and surround the West. We will consider significant historical moments and events and ideas, larger-than-life characters, both Native Americans and newcomers. We will examine the roles played by the Native Americans, both cooperative and hostile, as warriors, neighbors and victims. Finally, we will see how these narratives and myths have played out throughout the centuries and are still playing out in our own day.



Honors (HONR 192) Recitation Section Times

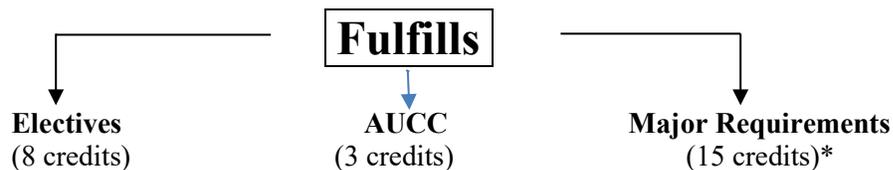
Section No	CRN	Day	Time
R01	62946	W	12:00 - 12:50pm
R02	62949	M	12:00 - 12:50pm
R03	62951	M	01:00 - 01:50pm
R04	62953	M	12:00 - 12:50pm
R05	62955	T	09:30 - 10:20am
R06	62957	R	09:30 - 10:20am
R07	62959	T	03:30 - 04:20pm
R08	62961	W	12:00 - 12:50pm
R09	62963	W	01:00 - 01:50pm
R10	62965	F	12:00 - 12:50pm
R11	62967	W	02:00 - 02:50pm
R12	62969	F	01:00 - 01:50pm
R13	62971	M	11:00 - 11:50am
R14	62973	R	03:30 - 04:20pm
R15	62975	F	11:00 - 11:50am
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R21	64093	M	03:00 - 03:50pm
R22	64096	W	11:00 - 11:50am
R23	64413	F	01:00 - 01:50pm
R24	65688	F	02:00 - 02:50pm
R25	65691	T	02:00 - 02:50pm
R26	67209	T	09:30 - 10:20am
R27	67210	R	09:30 - 10:20am
R28	68864	R	02:00 - 02:50pm

Track 2 Requirements

Track 2 is designed for transfer students and CSU continuing students but accommodates incoming first year students who have at least 30 AP, IB or other college credits that satisfy most of the University’s general education requirements (AUCC) in Intermediate Writing(1A), Arts/Humanities (3B), Social/Behavioral Sciences(3C), Historical Perspectives (3D), and Diversity and Global Awareness(3E). Track 2 satisfies 3 AUCC credits, 15 credits in the major and 8 credits of electives.

Track 2 for entering first-year students is a 26-credit program of study that consists of an HONR192 4-credit seminar, an Honors second-year seminar (HONR292A, B or C; 3 credits), 15 credits of Honors courses in the major/discipline, a 1-credit Honors pre-thesis class and the senior 3-credit Honors thesis.

Track 2: Honors Scholar	
HONR192 First Year Honors Seminar	4 credits
HONR292A, B, or C	3 credits
One 200-300 level honors class in the major	3 credits
3-4 upper division Honors courses in the major/discipline	12 credits
HONR 399, Honors Pre-Thesis	1 credit
HONR 499, Senior Honors Thesis	3 credits



Students who complete Track 2 with at least a 3.5 cumulative GPA at graduation receive the designation of “University Honors Scholar” on their diploma and transcript. Track 2 Honors students receive the same program benefits as Track 1 students.

Please note that not all majors have an approved Track 2 Honors Program. Majors without Track 2 programs currently include: Construction Management, Data Science, Ethnic Studies, Family and Consumer Sciences, Geography, Landscape Architecture, Statistics, and Women and Gender Studies.

Track 1 or Track 2 – How to Decide?

Both Honors tracks are excellent; one is not “better” than the other. As all incoming first year students will take the same first semester seminar (HONR192), you have some time to decide which track is best for you. One of the most important factors in your decision is how much AP/IB/college credit you anticipate you will have in the Liberal Arts/Social Science areas (18 credits) of the AUCC when you enter CSU.

Track 1:

Track 1 students satisfy many of the University’s core requirements by taking five Honors seminars, two Honors courses in their major, a pre-thesis class and a senior Honors thesis. When completed, the Honors core satisfies 18 credits in the following categories of the AUCC:

1A	Intermediate Writing (CO 150 College Composition)	(3 cr.)
3B	Arts/Humanities	(6 cr.)
3C	Social/Behavioral Sciences	(3 cr.)
3D	Historical Perspectives	(3 cr.)
3E	Diversity and Global Awareness	(3 cr.)

The seminars are spread out over four years (two the first year and one each year after that); they are interdisciplinary, small, and discussion-based.

Track 2:

Track 2 was designed for students who enter the Honors Program after the first year (either as transfer students or CSU currently enrolled students). It also accommodates first-year students who have **at least 30 incoming** AP, IB, or college credits before entering CSU. Track 2 consists of a 4-credit first year Honors seminar, a 3 credit second-year Honors seminar, 15 credits of Honors courses in the major/discipline (12 credits must be from upper division (300-400) level courses), a 1-credit pre-thesis class and a 3-credit senior honors thesis.

Track 2 students fulfill remaining AUCC curriculum requirements by completing courses in those categories.

First year students with 30+ AP/IB/dual enrollment credits

Since all incoming first year students are required to take the first semester Honors seminar required for both tracks, that decision is not made until fall semester or later. Students who would like to discuss whether Track 2 might be an appropriate path for them should make an appointment to meet with an honors advisor later in the first or second semester of their first year.

Honors Advising at Ram Orientation

As an Honors student, you will have two academic advisers at Ram Orientation: one adviser from the Honors Program and one adviser from your college. Together, your advisers will help you create a schedule of approximately 15-18 credits (usually four to six courses).

Step 1: Attend the Honors Presentation

Attend the Honors online presentation from 10-10:45am am for an overview of the Honors program and registration.

Step 2: Meet with your College Representative(s)

Attend the online college advising session for your major at 11am. Your college adviser will recommend appropriate courses for your major and answer any questions you may have about the major. Your college representative will normally give you a list of suggested courses.

Step 3: Register for Classes

In some cases, Honors students register with their college advisors. Other colleges prefer that their Honors students register with the Honors staff. Normally, all students from the colleges of Engineering, and Business will register with us, as well as most of the College of Natural Science majors (except for Physics, Data Science, Biochemistry, and Statistics). We also register Health and Exercise Science majors. Undeclared students can choose to register with Honors or with their Undeclared advisor. All the honors students in those majors will be automatically directed to our Zoom site for afternoon advising.

Step 4: Follow Up

We will review every honors student schedule after you have completed registration, and if we have any questions or concerns, we will email you. If you would like to discuss your schedule (or anything else), we will be available between 9 -10 am most mornings until the end of orientation (around July 14).

Things to think about before you register:

- Are you in the right major? If you want to change majors, let us know immediately.
- Although you cannot declare a second major or a minor at Orientation, you can plan for it. It is a good idea to choose at least one course that will satisfy a major/minor requirement rather than a free elective.
- If you have room in your schedule for a foreign language, you might want to consider building on a language you started in high school or learning a new one. Foreign language is NOT required at CSU for most majors but learning a foreign language can help prepare you for living in a global society.
- If you are not a morning person, try to avoid 8 a.m. classes!
- As tempting as it may be to have all your classes in the morning, four or five hours of classes in a row may not be the best idea when your stomach starts growling around 11:30. One or two hours of back-to-back classes is ok, but build in a break to keep your sanity.
- We suggest between 15-18 credits for the first semester for two reasons. First, you will be more likely to manage your time wisely if you're busy. Second, a full schedule gives you some flexibility if you decide to drop a class but want to retain full-time status (12 credits) which is usually necessary to keep your scholarships. Students are not able to register for more than 18 credits at CSU without credit overload approval. We will be happy to approve credit overloads after the first semester, but generally are not willing to do that for your first semester.
- If you plan to be involved in band, sports, etc., tell your advisors. You will need to allow time for practice.

Advising and Registration Guidelines for Honors First Year Students

- Complete the Online Orientation Modules, starting with the Welcome Module. Do not skip over anything; it's all important (especially the information about classes and registration).
- Take any Placement Exams that are appropriate for your major. Honors students do NOT need to take the Composition Placement Exam, but all students will need to complete the Math Placement Tool unless they have AP/IB/college math credit on their transcripts when they are ready to register. If you have taken the AP/IB math exams this year, the scores will probably not be in yet. If you took the exam last year and your scores have been sent to CSU, they MAY be on your transcript. You can check to see if that is the case by going to Ramweb and clicking the link for Transfer Courses or Unofficial Transcript. Math credit will show up in both places, assuming you score was high enough for transfer credit to be awarded. You do not need to take the Foreign Language Placement Exam unless you are planning to continue a language that you started in high school and you do not have (or expect) any college credit for that language.
- You will also need to complete the “Registration Ready” steps on RamWeb before you can proceed with registration. Do not worry about the advising code—you will receive that when you are ready to register.
- **You must register for one of the sections of HONR 192 (4 credits).** Please refer to pages 13-22 for HONR 192 descriptions and times. The seminars include two components: the instructor-led session, and a weekly 50-minute peer mentor-led section. You must register for both components. Recitation (peer mentor) section times are on page 23.
- Do **not** enroll in general education requirements that are fulfilled by Track 1 (Intermediate Writing, Arts/Humanities, Social/Behavioral Sciences, Historical Perspectives, and Diversity and Global Awareness) unless they are required by your major (or second major or minor) or you are genuinely interested in those subjects as electives.
- Enroll in courses that fulfill your remaining general education (AUCC) requirements in areas not fulfilled by Track 1 (such as Quantitative Reasoning, Biological/Physical Sciences) unless you have approved transfer credits in these areas.
- Register for at least one required course in your major.
- Consider taking elective courses in your areas of interest or exploratory courses to see if you might be interested in a second major or minor.
- Register for a full load (15 to 18 credits).
- Register for an Honors section of a major course (in addition to HONR 192) if an Honors section is available. See page 28 for a list of fall Honors sections suitable for incoming first year students.

Honors Sections of Classes (appropriate for first year students) —Fall 2021

SUBJ	CRS	SEC	CRN	Title	DAYS	TIME	CAP	INSTRUCTOR
BZ	220	231	68380	Introduction to Evolution	TR W	12:30- 1:45pm 10:00-10:50am	10	Neuwald
BUS	260	223	62726	Social, Ethical, Reg Issues in Business	TR	3:30-4:45pm	24	Switzer
CHEM	112	LH0	62617	General Chemistry Lab	M	3:00 - 5:50pm	16	Reynolds
CIVE	260	222	62609	Engineering Mechanics - Statics	MWF	5:00 – 6:50pm	24	Baker
ECON	202	220	62773	Principles of Microeconomics	TR	12:30 – 1:20pm	25	Fremstad
ECON	202	RH0	62774	Microeconomics— Recitation	TR	1:21-1:45pm	25	Fremstad
ERHS	220	201	64057	Environmental Health	MWF	12:30 – 1:45pm	20	Alexander
HDFS	101	231	64235	Individual and Family Development	MWF W	10:00-10:50 am 11:00-11:50am	8	Rotner
HDFS	101	232	64236	Individual and Family Development	TR W	3:30-4:45 pm 11:00-11:50am	5	Rotner
HDFS	101	233	64567	Individual and Family Development	TR W	4:00 – 5:15pm 11:00-11:50am	5	Gerst
LIFE	102	220	62610	Attributes of Living Systems	TR	11:00- 12:15pm	48	Antolin
LIFE	102	LH1	69990	Attributes of Living Systems—Lab	R	2:00 - 4:50pm	24	Damle
LIFE	102	LH5	62612	Attributes of Living Systems—Lab	R	5:00 - 7:50pm	24	Damle
LIFE	201B	231	68526	Intro Genetics-Molecular	MWF	10:00-10:50am	6	Sreerama
LIFE	202B	201	68527	Intro Genetics-Recitation	R	10:00-10:50am	6	Sreerama
LIFE	210	231	65685	Introductory Eukaryotic Cell Biology	MWF	12:00-12:50 pm	15	Di Pietro/ Markus
LIFE	210	232	62613	Introductory Eukaryotic Cell Biology	MWF	2:00-2:50 pm	14	Tahtamouni
LIFE	211	R90	62889	Eukaryotic Cell Biology - Recitation	R	11:00-11:50am	38	DiPietro/Markus Tahtamouni
LIFE	320	231	63022	Ecology	MWF T	11:00 -11:50am 11:00-11:50 am	13	Boone
LIFE	320	232	63023	Ecology	TR W	9:30-10:45am 10:00 –10:50am	13	Lockwood
PSY	100	220	62608	General Psychology	MWF	12-12:50 pm	20	Amberg

Frequently Asked Questions

How do I decide between Track 1 and Track 2?

You should make that decision this Fall prior to registering for Spring 2022 classes (usually in mid-October). Honors peer mentors and advisors will help you determine which Honors Scholar track is most beneficial for you.

How many Honors courses may I take each semester?

On average, you will take one or two Honors courses each semester. The rest will be non-Honors courses required by your major(s), minor(s), AUCC courses, or electives.

What is the difference between an Honors Seminar and an Honors section of a regular class?

The five Honors seminars satisfy many of the AUCC core categories for Track 1 students and are interdisciplinary in nature. Honors sections of regular/major classes are smaller than regular classes and enrollment is restricted to Honors students. Honors students are encouraged to enroll in Honors sections of regular classes.

Will participation in the Honors Program negatively affect my GPA?

Honors courses focus on in-depth content coverage and active participation. They are *enhanced* courses, not *accelerated* courses. Students typically receive higher grades in their Honors courses than in their non-Honors courses. For example, in the Honors First-Year Seminar (HONR 192), the average grade was between an A and A- (3.90 GPA). This spring, the average cumulative GPA for first year Honors students who entered in Fall 2019 is 3.67. 92 first year students ended the year with a 4.0. Considering the disruption in our classes with the COVID-19 virus, this is even more impressive than usual.

Do I have to take extra courses to complete the Honors Program?

Normally, no. Track 1 satisfies most of the AUCC requirements, so Honors students are basically following an alternate enhanced path to the same destination. Honors seminars are small, discussion-based classes which rely heavily on class participation rather than large lectures and multiple-choice exams and replace AUCC courses in specific categories. Most of the courses that Track 2 students take will fulfill requirements in their major.

What is priority registration?

Priority registration is a privilege for Honors students that allows them to register early for their courses. (Honors students register on the first day of a four-week registration period.) Honors students with a **cumulative 3.0 GPA or above register** before other CSU students. Priority registration for Honors students begins on October 25, 2021 for Spring 2022 classes.

Is the senior Honors thesis difficult?

The Honors thesis is the capstone experience that allows you to explore academic areas of your most passionate interests, engage in the process of discovery and make a creative contribution in an area of interest and expertise. It is designed to be a positive and rewarding experience for students and typically takes place during the senior year. A pre-thesis course outlines the thesis process and helps you to select a topic and a thesis adviser. The Honors thesis adviser reviews drafts and offers suggestions. Students can complete research projects, create art portfolios, compile a collection of their poems – the possibilities are endless! Among entering Honors students, 80% complete the thesis, much higher than the national average of 25% of Honors program students. Seniors describe the thesis as one of their best academic experiences and faculty thesis advisers typically are effusive in their praise of students.

Benefits: You are Off to a Great Start!

Now that you understand the requirements and expectations of the University Honors Program, we would like to share some of the benefits you'll enjoy by being an Honors Student at CSU.

- **Receive a world class education without paying more tuition.**
- A public ivy education which includes small Honors sections, one-on-one professional interaction with faculty, a community of support, and a “home away from home” in the Honors Residential Learning Communities.
- **Individual attention and advising from the Honors staff to give you the information you need and to make you feel welcome.**
- An emphasis on rigorous literate activities (e.g., formal, and informal writing, formal and informal speaking, critical reading, and analytical thinking) so that you will become knowledgeable and articulate graduates of Colorado State University.
- **An Honors curriculum, with small Honors classes, Honors seminars, Honors courses in the major, and a senior year creative activity, that fulfills requirements instead of adding to your workload.**
- Outstanding peers from all majors who value education, engage in campus activities, and may become your best friends.
- **Priority registration for classes so you obtain the course schedule that works best for you.**
- Renewable merit scholarships for Honors students who maintain at least a 3.0 GPA and meet Honors Program requirements.
- **Additional (limited) Honors scholarships are available for junior and senior year students.**
- Leadership, research, service, and study abroad opportunities in addition to Honors enrichment awards.

University Honors Program Contact Information

Academic Village, B102 Honors Building
(970) 491-5679
Fax: (970) 491-2617
www.honors.colostate.edu