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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 1,500 students in the program including 398 new freshmen for Fall 2015.

We emphasize academics and 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

Diane Burton
Assistant Director

Judi Bryant
Program Coordinator

Cindy Adamy
Program Coordinator

Jordan Ervin
Administrative Assistant

Summer 2016
Honors Students: High Achievement, High Expectations

Honors students are highly prized by CSU (including the Board of Governors and President Tony Frank) 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 more fully engage in the Honors community, 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 spring’s Honors graduating class comprised less than 7% of CSU’s graduating seniors, but our students earned 29% of the university’s Latin distinction awards, based on cumulative average. Almost half of all graduating seniors who earned the coveted summa cum laude distinction (reserved for the top 1% of students in their college) were Honors students. Altogether, 44% of this year’s honors graduates earned Latin distinction along with the Honors designation for completing the program. The average cumulate GPA for our graduates was 3.72, a most impressive feat considering how many of them had second (and sometimes even third) majors and minors.

This year’s incoming freshmen class of approximately 400 students is our largest ever. Although 60% of our new students are from Colorado, our class includes students from 35 other states and at least four countries (Malaysia, Japan, Germany, and the Netherlands). 70% of our incoming class are female. The average high school GPA for this cohort is an astonishing 4.17.

We are proud of the accomplishments of all of our Honors students and expect that this year’s class will break all records in terms of academic achievements, 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 on the web at catalog.colostate.edu.

The AUCC core categories are:

1. **Basic competencies (6 credits)**
   A. Intermediate Writing (3 credits)
   B. Mathematics (3 credits)

2. **Advanced Writing (3 credits)**

3. **Foundations and Perspectives (22 credits)**
   A. Biological/Physical Sciences (7 credits, including laboratory)
   B. Arts and Humanities (6 credits)
   C. Social/Behavioral Sciences (3 credits)
   D. Historical Perspectives (3 credits)
   E. Global and Cultural 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, 2016**

**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 freshmen by allowing them to satisfy general education requirements through small, interdisciplinary and discussion-based seminars. The Mathematics (1B), Advanced Writing (2), and Science (3A) core categories are **not** covered by the Honors Track 1 curriculum.

**Track 2**

Track 2 students complete the regular AUCC core and satisfy their Honors requirements by taking a second-year Honors seminar (either HONR 292 or 293; the seminars satisfy AUCC category 3B or 3E, respectively) and upper division Honors courses in their major.

Track 2 was designed for transfer or CSU continuing students but will accommodate incoming freshmen 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 2016**

1. **Basic Competencies**
   A. Intermediate Writing (CO 150) *(HONR 193)*
   B. Mathematics (3 credits)

2. **Advanced Writing (3 credits)**
   All new students must choose a class from category 2B to fulfill this requirement.

3. **Foundations and Perspectives**
   A. Biological/Physical Sciences (7 credits, including laboratory)
   B. Arts and Humanities (6 credits) *(HONR 292 and HONR 392)*
   C. Social/Behavioral Sciences (3 credits) *(HONR 492)*
   D. Historical Perspectives (3 credits) *(HONR 499, Track 1 only)*
   E. Global and Cultural Awareness (3 credits) *(HONR 499, Track 1 only; HONR 293, Track 2 only)*

### Courses

#### Category 1 - Basic Competencies

**1A - Intermediate Writing (3 credits)**
- CO 150 College Composition (3 cr)

**1B - Mathematics (3 credits)**
- 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)

Fulfilled by HONORS seminar path (Track 1)
- HONR 193 Seminar (3)

Not fulfilled by HONORS seminar path
- MATH 141 Calculus in Management Sciences (3)
- MATH 155 Calculus for Biological Scientists I (4)
- 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)

#### Category 2 - Advanced Writing (3 credits)

- 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)
- BUS 300 Business Writing and Communication (3)
- CHEM 301 Advanced Scientific Writing (3)

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)

Not fulfilled by HONORS seminar path (Track 1)
- CO 301 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)
- BUS 300 Business Writing and Communication (3)
- CHEM 301 Advanced Scientific Writing (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)
- 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)
- FW 104 Wildlife Ecology and Conservation (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
- GEOL 124 Geology of Natural Resources (3)
- AA 304 Sustainable Watersheds (3)
- HORT 100 Horticultural Science 4
- LAND 220 Fundamentals of Ecology (3)
- LIFE 102 Attributes of Living Systems 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 130 Global Environmental Systems (3)
- NR 150 Oceanography (3)
- 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 304 Sustainable Watersheds (3)

Not fulfilled by HONORS seminar path
- GEOL 124 Geology of Natural Resources (3)
- AA 304 Sustainable Watersheds (3)
- HORT 100 Horticultural Science 4
- LAND 220 Fundamentals of Ecology (3)
- LIFE 102 Attributes of Living Systems 4
## 3B - Arts/Humanities (6 credits)
- ART 100 Introduction to the Visual Arts (3)
- BUS 220 Ethics in Contemporary Organizations (3)
- D 110 Understanding Dance (3)
- E 140 The Study of Literature (3)
- E 232 Introduction to Humanities (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 292 Seminar: Ways of Knowing: Arts/Humanities (3)
- HONR 392 Honors Junior Seminar (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)
- LGER 200 Second Year German I (3)
- LGER 201 Second Year German II (3)
- LGER 250 German Language, Lit and Culture in Translation (3)

## 3C - Social/Behavioral Sciences (3 credits)
- ANTH 100 Introductory Cultural Anthropology (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 212 Racial Inequality and Discrimination (3)
- ECON 240 Issues in Environmental Economics (3)
- EDUC 275 Schooling in the U.S. (3)
- GR 100 Introduction to Geography (3)
- HDFS 101 Individual and Family Development (3)

## 3D - Historical Perspectives (3 credits)
- AGED 210 History of Agriculture in the US (3)
- AMST 100 Self/Community in Am Culture, 1600-1800 (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 - Global and Cultural 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)
- ETST 100 Introduction to Ethnic Studies (3)
- ETST 205 Ethnicity and the Media (3)
- ETST 253 Chicana/o History and Culture (3)
- ETST 255 Border Crossings: People/Politics/Culture (3)
- HONR 293 Honors Seminar: Knowing Across Cultures (3)
- HORT 171 Environmental Issues in Agriculture (3)

**Fulfilled by HONORS Track 1**
- 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 111 Music Theory Fundamentals (3)
- MU 131 Introduction to Music History and Literature (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**
- HONR 492 Senior Seminar (3)
- JTC 100 Media in Society (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)
- SOWK 110 Contemporary Social Welfare (3)
- SPCM 130 Relational and Organizational Communications (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 250 African American History (3)
- HIST 252 Asian American History (3)
- HIST 255 Native American History (3)
- NR 320 Natural Resources History and Policy (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)
- LB 170 World Literatures to 1500 (3)
- LB 171 World Literatures - The Modern Period (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)
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 Global/Cultural 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 Mathematics (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.
HONR 192 Seminars – Fall 2016

Section 1 Wild Thinking-Creativity in Art, Science & Business – Prof. Francie Glycenfer
MWF 9-9:50 am (CRN: 66772)
Is creativity the exclusive domain of artists? Or does the creative process occur in other fields such as science and business? What alters when we consider recognizing and incorporating the creative process into our everyday lives? This course will seek to demonstrate the value of creativity in our lives, our work and within the broader context of culture. An individual perspective of accessing creative potential as well as enhancing creativity in others will be explored. The course will first introduce basic creative process theory in terms of ideas, experiences and presenting ideas. Then an interdisciplinary approach will be applied as well as discovering the relationships that are built through creativity in both community and culture.

Section 2: Nature In The West: Art, Politics, and Perceptions – Prof Mary Elkins
MWF 11:00-11:50 am (CRN 66777)
In this course, we will consider some of the ways in which the American West, in particular its natural resources, beauty and danger, has played a major role in American history, politics, and the popular imagination. We will read several major texts together, discuss and argue about them. We will see excerpts from films and bring in current materials from newspapers and magazines. In addition, each student will be expected to step beyond the class discussion and pursue some area of this large subject that is of particular interest to him or her.

Section 3: Wild Thinking-Creativity in Art, Science & Business – Prof. Francie Glycenfer
MWF 10-10:50 am (CRN: 66779)
See description under Section 1.

Section 4: Who Am I?-The Nature and Function of Self – Prof. Chuck Elkins
TR 2:00-3:15 pm (CRN: 66781)
This seminar focuses on the nature and creation of the Self in its interaction with the Other (family, friends, society at large and culture, i.e. anything that is not “me”). We explore two major questions: Who am I? How did I get to be who I am? The course will be divided into sections. The first section—Nature versus Nurture will frame some of the basic issues. The second section looks at four key elements—Gender, Race, Ethnicity and Class—in influencing the Self. The third section will concentrate on the way in which this social institution functions in the formation of the Self, especially the family.

Section 5 : Sexuality Across the Lifespan - Prof. Jen Krafchick
TR 12:30-1:45 pm (CRN:66783)
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: 1960s in America: Moving Forward or Falling Apart? – Prof. Pam Vaughan Knaus
MWF 11:00-11:50 am (CRN: 66785)

What comes to mind when you hear this phrase: ‘The 1960s’? (Besides drugs, sex and rock and roll.) How about Vietnam? The modern Civil Rights Movement? Kennedy assassinations? Panthers? Weather Underground? Malcolm? Kent State? Woodstock? Hunter S. Thompson? The Beatles? Monterey Pops festival? Altamont? Hell’s Angels? “I shall not seek nor will I accept another term as President of the United States”? While making no claim to be offering a total interpretation of the 1960s in America, this class will suggest some larger interpretive guidelines for understanding the decade. The 1960s are best understood 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. Ideally, students will take from this course some sense of how the 1960s, much like the 1860s, served for a generation of Americans as the "dramatization of our humanity." In the process, students will be exposed to a number of historical mediums including film, music, primary and secondary materials and a tremendous amount of class discussion.

Section 7: Lannea’s Puzzle: Understanding Human Sustainability - Prof. Anne-Marie Merline
TR 11:00-12:15 pm (CRN 66787)

Would you like to spend a semester traveling around the world with Brad Pitt to discover what makes us happy? Using the book “Happy City” as a guide, we’ll 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’ll 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’ll 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. Join the trip….

Section 8: - Children’s Literature and Culture - Prof. Aparna Gollapudi,
TR 3:30-4:45 pm (CRN 66789)

Talking rabbits that take you down a hole, wicked witches that melt away, rivers of chocolate, magic everywhere – this is the stuff of children’s literature. Works meant for young audiences are usually considered light-hearted entertainment that teaches children simple life lessons. Rarely are they considered worthy of serious scholarly attention. However, literature meant for children is as much a product of complex cultural forces and ideologies as the most revered canonical “classic” novels. Books meant for children are often very much engaged with contemporary social, political, and ethical issues, whether it be Lewis Carroll’s critique of aristocratic privilege in *Alice in Wonderland* or Roald Dahl's subversion of capitalistic acquisition in *Charlie and the Chocolate Factory*. In addition, some works meant for children have incredibly long-lasting lives in popular culture – including adult popular culture -- as they are re-read, reworked, adapted into films, referenced in songs, or turned into consumer merchandise over decades and even centuries. With each new version, children’s works absorb contemporary ideologies or perpetuate the cultural agendas of their specific historical moment.
This course will explore the some very popular children’s works as cultural phenomena that take on different nuances as they are remade to suit new markets. Focusing on ‘classics’ of children’s literature such as Alice in Wonderland, The Wizard of Oz, Charlie and the Chocolate Factory and Harry Potter (I), this course will use rigorous critical interpretation tools to analyze these children’s books and/or movies as powerful cultural phenomena offering important insights into the adult world, even as they reveal how the child is constructed in various historical contexts.

Section 9: Sexuality Across the Lifespan - Prof. Jen Krafchick
TR 2:00-3:15 pm (CRN 66791)
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 10: The Global Environment – Prof. Autumn Bernhardt
TR 12:30-1:45 pm (CRN 66793)
In this course, students will study environmental sustainability as a matter of global importance. The goal of the course is to understand why environmental policies lead to international conflict. We will focus on environmental injustice and the connection between environmental health and prosperity and human health and prosperity. This course will be an interdisciplinary overview of law, science, history and philosophy. It is designed to help students see how the international community arrived at the present state of affairs and what we should do to protect our collective futures.

Section 11: Lannea’s Puzzle: Understanding Human Sustainability – Prof. Anne-Marie Merline
TR 12:30-1:45 pm (CRN: 66795)
Would you like to spend a semester traveling around the world with Brad Pitt to discover what makes us happy? Using the book “Happy City” as a guide, we’ll 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’ll 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’ll 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. Join the trip….
Section 12: What We Can Learn From the Ancient Greeks About Women, Men and Human Behavior - Prof. Lee Cooper
MWF 9:00-9:50 am (CRN: 66797)
This interdisciplinary seminar is designed for students with little or no background in ancient Greek history, literature, philosophy, and culture. We owe to the ancient Greeks the beginnings of much of what is regarded as central to our western tradition—political democracy, science, medicine, drama, logic, rhetoric, philosophy, history, the Olympics, and much more. The authors we will read and discuss share the belief that there exist unchanging truths about war, morality, justice, power, empire, mortality, love and personal and political freedom. A primary focus for the seminar will be to ask whether these ancient views are still valid. The readings will include selections from the two outstanding epics of ancient Greece: Homer’s Iliad, an intensely moving account of war, mortality, and human emotion; and Homer’s Odyssey, perhaps the greatest adventure story of all time. We will then turn to the two most famous ancient historians—Herodotus, who recounts the struggle of the Greeks against the Persians at the beginning of the 5th Century B.C.E. (One battle in that conflict, at Thermopylae in 480 B.C.E., was featured in the 2007 film “300”; another victory over the Persians, in 490 B.C.E., took place at Marathon, only 26 miles from Athens, and is commemorated in the hundreds of running marathons held every year.) Thucydides History of the Peloponnesian War examines the 27-year conflict at the end of the 5th Century between Sparta and Athens for supremacy over Greece. The lasting relevance of Thucydides observations on international politics and leadership has made his book required reading at military academies, war colleges, and university courses on politics and foreign policy. Finally, we will read Plato’s Apology, which describes the life, trial, and death of Socrates, who still remains for many a source of inspiration and a guide to living and action.

Section 13: Infectious Disease: An Exploration of Human Disease and the Pioneers Behind Biomedical Research - Prof. Mark Brown
MWF 12:00-12:50 pm (CRN: 66799)
Students will explore the history of human disease and breakthroughs in biomedical research. We will delve into the mysteries of ancient plagues and discuss their influence on past civilizations, using art and literature of cultures to follow pestilence on its path to the modern world. The course will allow students to research pioneers behind modern biomedical research as it applies to human disease. Emphasis will be given to the role of the U.S. government in supporting biomedical research. Finally, students will work in teams in which they will play the roles of scientific researchers and clinicians. Each group will be asked to respond to a modern disease epidemic. Teams will research their assigned disease and present an action plan.

Section 14: 1960s in America – Moving Forward or Falling Apart? – Prof. Pam Vaughan Knaus
MWF 12:00-12:50 pm (CRN: 66801)
What comes to mind when you hear this phrase: ‘The 1960s’? (Besides drugs, sex and rock and roll.) How about Vietnam? The modern Civil Rights Movement? Kennedy assassinations? Panthers? Weather Underground? Malcolm? Kent State? Woodstock? Hunter S. Thompson? The Beatles? Monterey Pops festival? Altamont? Hell’s Angels? “I shall not seek nor will I accept another term as President of the United States”? While making no claim to be offering a total interpretation of the 1960s in America, this class will suggest some larger interpretive guidelines for understanding the decade. The 1960s are best understood 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. Ideally, students will take from this course some sense of how the 1960s, much like the 1860s, served for a generation of Americans as the “dramatization of our humanity.” In the process, students will be exposed to a number of historical mediums including film, music, primary and secondary materials and a tremendous amount of class discussion.

Section 15: Leisure in Your Life: A Look at Leisure, Recreation and Work in Contemporary Society – Prof. Jana Raadik Cottrell
TR 5:00 – 6:15 pm (CRN: 66803)
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 and meaningful experiences acquired through leisure, recreation and travel are more important for a quality of life. This course examines leisure, recreation, and work in a contemporary society – with linkages to global leisure patterns internationally and domestically.

Designed to introduce recreation and travel studies, this seminar encourages you to start by 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. Mapping individual leisure lifestyle patterns as a student at CSU, a photo-journal excursion of leisure lifestyles exhibited in downtown Fort Collins and analysis of the films The Beach and Dirty Dancing are some course highlights.

Section 16: Peacemaking: Skills for Negotiating Life – Prof. Bill Timpson
TR 9:30-10:45 am (CRN: 66805)
Skills for Negotiating Life will prepare first year students to understand both historical and applied aspects of peacemaking, i.e., 1) how discovery learning can provide new insights into the complex and interrelated issues of violence, social justice, economic inequities and environmental degradation; 2) when a commitment to peace has permitted creative and nonviolent responses to conflicts, (3)) how people can work cooperatively on negotiated solutions to complex problems, 4) why deep listening can engender empathy and understanding, 5) how anger and emotion can be best understood and managed, and 6) what it takes to stay centered in times of crisis. Case study analyses will permit thoughtful discussions about real events and alternative resolutions. Role playing will allow students to explore different perspectives while developing their negotiation skills.

Section 17: The Evolution of Biotechnology and Pharmaceutical Science – Prof. Mark Brown
MWF 11:00-11:50 am (CRN 67777)
In the first part of the course, students will receive an overview of the history of drug development. Emphasis will be given to pharmaceutical mishaps in the United States and the evolution of the U.S. Food and Drug Administration. Next, students will work in teams to develop a mock drug product for commercial use. Each group will choose a drug category, work with the instructor to develop a strategy for research and development, and prepare an abbreviated Drug License Application for submission to the FDA. In the process, teams will develop a mock drug company to research,
manufacture, and market their product. Ultimately, students will play the roles of scientific researchers and executive business officers to present their company and drug product to a group of "potential investors." This course will require regular reading, written assignments, participation in group discussions, and oral presentations.

Section 18: You Are What You Eat – Prof. Jana Raadik Cottrell
MW 5-6:15 pm (CRN 71932)
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 the 1940’s, but truly got a new lease on life in the 1960’s hippy era and has stayed with us since. 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 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 others. 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, and the kinfolk movement are a few examples of re-evaluation of the role of food in our lives. Students will engage in classroom discussions and tasteful explorations in various field experiences. Through discussions, literary and media explorations, observations, and practical hands-on experiences, students together with their instructor address several 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”?

TR 11-12:15 pm (CRN: 73586)
Up to the early 20th century the United States fed a growing population with expanded 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 crops. By mid-century, problems like risks to human and ecosystem health began to be associated with this new agricultural norm, and the list has continued to grow. This class will spend a short time on the history of where agriculture came from and then focus on some of the hard choices agriculture now faces to feed a hungry world, while at the same time addressing a growing list of social demands that compete with this food production.
Section 20: Especially the Italians: Twentieth Century American Gangsters – Prof. Pam Vaughan Knaus
MWF 1:00-1:50 pm (CRN 73588)
The Mafia; speakeasies (10,000 in NYC alone); J. Edgar Hoover’s Federal Bureau of Investigation; Elliot Ness and his ‘Untouchables’; the St. Valentine’s Day Massacre; Bonnie and Clyde; ‘swimming with the fishes’; Atlantic City--Las Vegas--Havana; Capone; the 1919 Chicago Black Sox Scandal; ‘Lucky’ Luciano; Bootlegging; Frank Lucas and heroine; John Gotti; Prohibition; the Rizzuto crime family; ‘Scarface,’ Tony Soprano—Godfather—Goodfellas. American law enforcement still considers the Mafia the largest organized crime group in the United States as it has maintained control over much of the gangster activity in the United States. Today, most of the Mafia's activities are contained to the northeastern United States and Chicago, where they continue to dominate organized crime despite the increasing numbers of street hooligans and other organizations that are not of Italian origin. This seminar takes a wide-angle view of gangsters and gang-related activities throughout America’s twentieth century. Regarding especially, the Italians, what romp through crime—organized and other—would be complete without a discussion, or several of them, of the Mob? Through readings, presentations and conversations, we’ll take an inside look at the FBI’s formation, gambling so sophisticated that the game of baseball was forever changed, American film—and even cuisine—re-shaped. All due, at least in part, to an American-made crime spree, the likes of which linger to this day.

Section 21: Especially the Italians: Twentieth Century American Gangsters – Prof. Pam Vaughan Knaus
MWF 2:00-2:50 pm (CRN 73589)
See description under Section 20.

Section 22: Leisure in Your Life: A Look at Leisure, Recreation and Work in Contemporary Society – Prof. Jana Raadik Cottrell
TR 2-3:15 pm (CRN: 73595)
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 and meaningful experiences acquired through leisure, recreation and travel are more important for a quality of life. This course examines leisure, recreation, and work in a contemporary society – with linkages to global leisure patterns internationally and domestically. Designed to introduce recreation and travel studies, this seminar encourages you to start by 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. Mapping individual leisure lifestyle patterns as a student at CSU, a photo-journal excursion of leisure lifestyles exhibited in downtown Fort Collins and analysis of the films The Beach and Dirty Dancing are some course highlights.
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Track 2 Requirements

Track 2 is designed for transfer students, CSU continuing students and incoming freshmen 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 Global and Cultural 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 studies that consists of an HONR192 4-credit seminar, an Honors second-year seminar (HONR292 or 293; 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. The box below depicts Track 2 requirements.

<table>
<thead>
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<th>Track 2: Discipline Honors Scholar</th>
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<tr>
<td>HONR192 Freshman Honors Seminar</td>
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<tr>
<td>HONR292 or HONR293</td>
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<td>1 200-300 level honors class in the major</td>
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<td>3-4 upper division Honors courses in the major/discipline</td>
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<tr>
<td>HONR 399, Honors Pre-Thesis</td>
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<td>HONR 499, Senior Honors Thesis</td>
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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 History, Landscape Architecture, Agricultural Education, Construction Management, Consumer/Family Studies, Ethnic Studies, and Engineering Science.
Track 1 or Track 2 – How to Decide?

Both Honors tracks are excellent; one is not “better” than the other. As all incoming freshmen 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  Global/Cultural 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 freshmen who have at least 30 AP, IB, or college credits before entering CSU. Track 2 consists of a 4-credit freshman Honors seminar, a 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. The thesis must be in the student’s major. Every major that has a track 2 program identifies how Track 2 requirements are to be met.

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

Questions to Ask Yourself

- How many AP/IB/etc. credits do I anticipate I will have, and are those credits in areas covered by the Honors Track 1 seminars (18 credits in liberal arts)?
- Am I aware of the Track 2 requirements in my major?
  Some Track 2 programs require graduate courses, research, etc.
- How sure am I about my major?
  Not all majors have Track 2 programs. If you start out in one major and switch to another that doesn’t have a Track 2 program, you would not be able to continue in the Honors program and receive the Honors scholarship.
- How much flexibility do I want to retain when choosing a major and/or thesis topic?
Advantages of Track 1
- The seminars are interesting and most students consider them to be among the strengths of the Honors program.
- Students also take two honors courses/sections/options in their major.
- This program accommodates all majors.
- Flexibility in terms of choosing a thesis topic (your thesis doesn’t have to be connected to your major, although most Track 1 students choose a thesis topic in their major).
- Many majors require Public Speaking (SPCM200) and almost all of them will accept the Honors core to satisfy that requirement.

Disadvantage of Track 1:
- If you bring in significant AP/IB/etc. credit in the Liberal Arts areas of the core, you may not be making the most efficient use of those credits since the Track 1 seminars will satisfy categories that you have already fulfilled.

Advantages of Track 2:
- Allows you to fully utilize your AP or other college credits to satisfy AUCC Liberal Arts core requirements.
- Provides the opportunity for a more intensive Honors experience in your major.
- May provide more room in your schedule for electives or to pursue a second major or minor.
- May allow you to graduate in less time.

Disadvantages of Track 2:
- You may feel less connected to the Honors Program without completing the seminars with other Honors students.
- Track 2 requirements vary by department; you may not feel that the focus of your department’s Track 2 program is right for you.
- Changing majors for a Track 2 student can be problematic if the new major does not have a Track 2 program or you do not like the Track 2 requirements in your new major.

Some considerations:
- 90% of new freshmen remain in Track 1.
- Senior exit surveys indicate that students in Track 1 were more satisfied with their Honors experience than students in Track 2.

For more information on the Honors curriculum options and the Track 2 requirements in various majors, see the Honors website: http://www.honors.colostate.edu/curriculum
Satisfactory Progress in the Honors Program

TRACK 1 AND TRACK 2 REQUIREMENTS

FIRST YEAR
Track 1: By the end of the first year (preferably first semester), Track 1 students must complete the Honors first-year seminar (HONR 192) and achieve at least a 3.00 cumulative GPA. Note: Virtually all students complete HONR 192 and HONR 193 in the first year.

Track 2: By the end of the first year, Track 2 students must complete HONR 192 and achieve at least a 3.00 cumulative GPA.

THEREAFTER
To continue participation in the University Honors Program, students must make satisfactory progress in fulfilling the program requirements for either Track 1 or Track 2, maintain at least a 3.0 cumulative grade point average by the end of their sophomore and junior years, obtain a C or above in Honors seminars and courses, and adhere to the Honors Good Standing Policy.

Exceptions to satisfactory progress will be considered for special circumstances.

COMPLETION OF HONORS SCHOLAR REQUIREMENTS
Track 1: To graduate as a University Honors Scholar, Track 1 students must complete 26 credits of required Honors coursework (5 Honors seminars, 2 Honors courses in the major, Honors Pre-Thesis, and Senior Honors Thesis) and achieve at least a 3.5 cumulative GPA at the time of graduation.

Track 2: To graduate as a University Honors Scholar, Track 2 students must complete 26 credits of required Honors coursework (two Honors seminars, 15 credits of Honors courses in the major (usually 4-5 courses), Honors Pre-Thesis, and Senior Honors Thesis) and achieve at least a 3.5 cumulative GPA at the time of graduation.
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 Presentation for an overview of the Honors program and registration. You will have the opportunity to meet other Honors students and their parents, and consult with the Honors advising and registration staff.

Step 2: Meet with your College Representative(s)
Attend the college advising session for your major. 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
In some cases, Honors students register with their college advisers in the morning of Day 2. Some colleges prefer that their Honors students register with the Honors staff. We can be found in room 119 Eddy Building. Follow the directions you are given by your colleges, but if you register with your college (rather than with Honors), please bring a copy of your schedule to 119 Eddy after you complete registration.

Things to think about before you register:
• Are you in the right major? If you want to change majors, let us know immediately.
• If you are thinking about a second major and/or a minor, 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 200-level language classes satisfy three credits of the Arts/Humanities AUCC requirement and help prepare you for living in a global society.
• If you are not a morning person, 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 16-18 credits for the first semester for two reasons. First, you’ll 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.
• If you plan to be involved in band, sports, etc., tell your advisers. You will need to allow time for practice.
Advising and Registration
Guidelines for Honors Freshmen

- While constructing your academic schedule, use a pencil (with an eraser!) and the schedule planning grid provided on Page 27 of this guide and in your Orientation folder. These two items will save you a great deal of time and energy.

- The first step in the registration process will be to complete the “Registration Ready” steps on RAMweb before you can proceed with registration. Don’t worry about the advising code—you will receive that when you are ready to register.

- As you write down your courses in the schedule planning grid, remember to write down the course prefix, section number, and the five-digit course reference number (CRN). You will need this information to register or make changes to your schedule on RAMweb. For example, HONR 192 (course number), 005 (section number), 66783 (five-digit CRN).

- You must register for one of the sections of HONR 192 (4 credits). Please refer to pages 9-15 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 16.

- Do not enroll in general education requirements that are fulfilled by Track 1 (Intermediate Writing, Arts/Humanities, Social/Behavioral Sciences, Historical Perspectives, and Global and Cultural Awareness) unless they are required by your major 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 Mathematics, 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.

- Register for a full load (16 to 18 credits).

- Register for an Honors course (in addition to HONR 192) if an Honors section is available. See page 23 for a list of fall Honors sections suitable for incoming freshmen.

- If you have any questions or feel confused, please visit us in our Orientation advising office (119 Eddy Building) or call us at (970) 215-6053. We will be there all day and look forward to helping you create a great class schedule for next fall.
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<td>Appreciation of Philosophy</td>
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<td>61919</td>
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<td>General Sociology</td>
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Frequently Asked Questions

How do I decide between Track 1 and Track 2?
You will make that decision this Fall prior to registering for Spring 2017 classes. Honors peer mentors and advisors will help you determine which Honors Scholar track is most beneficial for you. And read the information we have provided on pages 17 and 18 of this guide.

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, 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 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 freshmen Honors students who entered in Fall 2015 is 3.59. 50 students ended the year with a perfect 4.0.

Do I have to take extra courses to complete the Honors Program?
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 26, 2016 for Spring 2017 classes.

Is the senior Honors thesis difficult?
The Honors thesis is the quintessential capstone experience that allows students to explore academic areas of their most passionate interests, engage in the process of discovery and make a creative contribution in their 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 in the junior year outlines the thesis process and helps students select a topic and a thesis adviser. The Honors thesis advisers help students complete the project by reviewing drafts and offering 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’re Off to a Great Start!

Now that you have an understanding of the requirements and expectations of the University Honors Program, we’d 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 senior year students.

- Leadership, research and service opportunities, and honors enrichment awards.

University Honors Program Contact Information

Ram Orientation: Room 119 Eddy Building (970) 215-6053

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

Wednesday, August 17

- Early move in for Honors students, 8 am – 4 pm
- Meeting with floor residents and Resident Assistants, 4 pm – 5 pm
- Dinner, 5 pm – 5:45 pm
- Book discussion groups: Thinking in Pictures by Temple Grandin, 6 pm – 7 pm
- Temple Grandin lecture and reception – 7 pm

CSU Professor Temple Grandin is a nationally recognized leader in the field of humane animal handling, an approach developed through her perspective as an autistic visual thinker. She is a role model for individuals across the autism spectrum and was recently elected to the prestigious American Academic of Arts and Sciences. (For more information, visit her website at http://www.templegrandin.com/)

Thursday, August 18, 8 am – 1 pm

- Community service volunteer opportunities at 11 project sites, including CSU’s Environmental Learning Center, Larimer County Child Advocacy Center, Plenty Heritage Farms, Poudre Landmarks Foundation, Rocky Mountain Raptor Program, Sunflower Active Adult Community, Easter Seals Colorado, and The Center for Family Outreach
## Schedule Planning Grid

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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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